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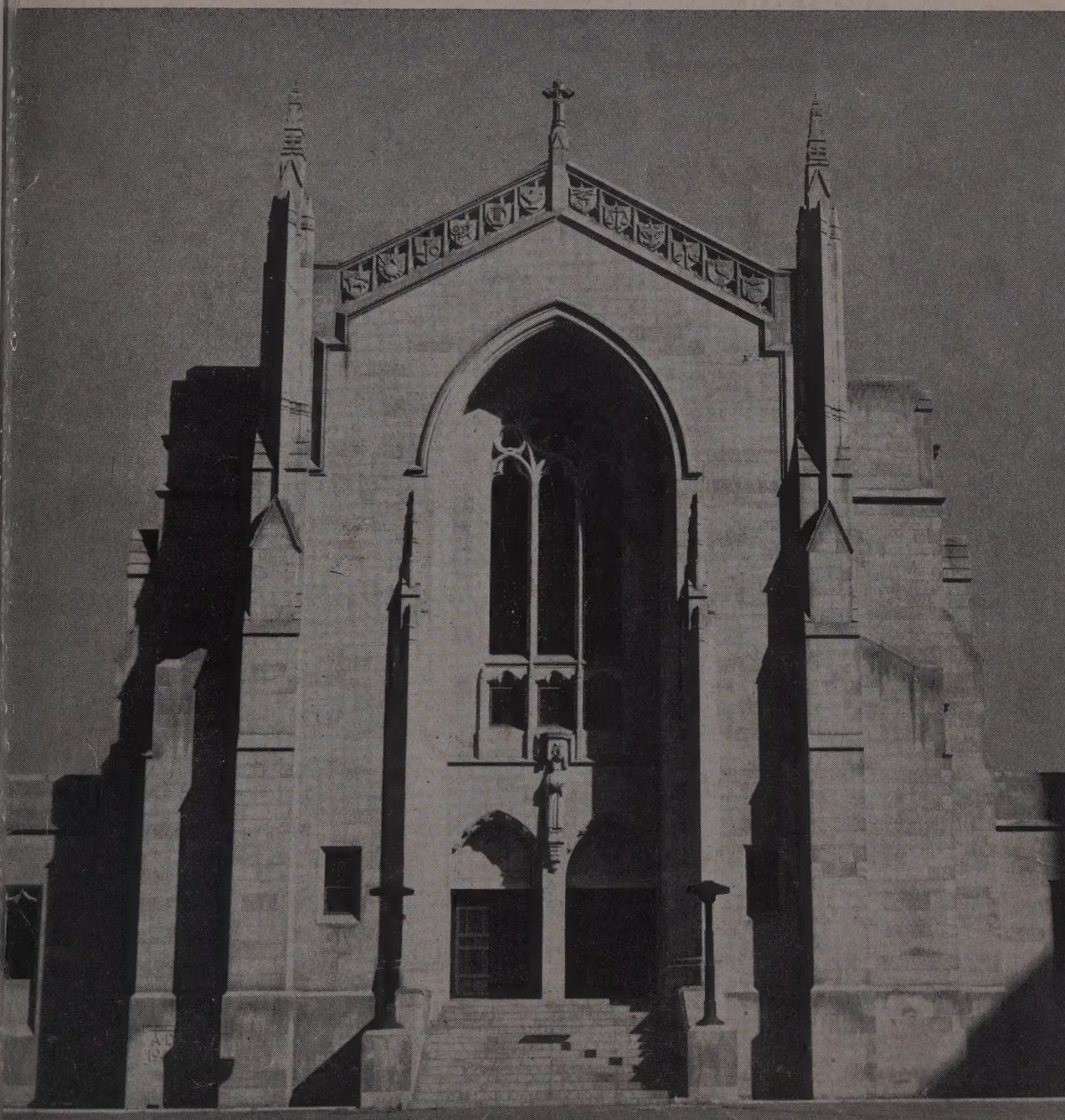
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# SPEECH ACTIVITIES

Vol. VII

SPRING 1951

No. 1

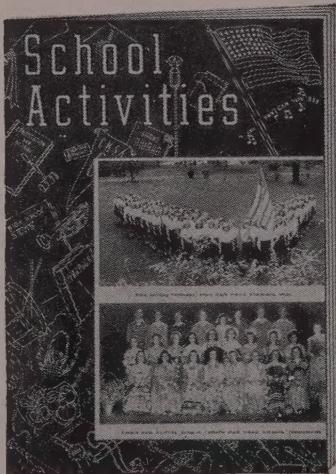


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# SPEECH ACTIVITIES

Formerly Debater's Magazine

## SPRING, 1951

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THE NICHOLS PUBLISHING HOUSE  
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REDLANDS, CALIFORNIA

VOLUME VII

No. 1

## New Plan for High School Debating

### IMPROVING DEBATE BY DISCUSSION\*

**Bruno E. Jacob, Secretary NFL.**  
There are uninformed or misinformed persons who believe that debating should be abolished and replaced by discussion. They reason that discussion is good because it teaches how to agree while debating is bad because it teaches how to disagree. Those who really know, know that both are tools used in a democracy for the solution of problems. Discussion is a method of inquiry; debate is a method of determination or decision. Both are essential, but each has its particular place and purpose.

Our interscholastic debate program would be measurably improved if a period of discussion were to precede the formal debates so as to give each debater a broader understanding of the fundamental nature of the problem for which the debate proposition proposes a certain solution. Genuine discussion, however, can not take place after a specific question for debate has been set up. Instead of inquiring into the cause and nature of the problem at hand, the requisites of a good solution, and the characteristics of solutions being advanced, the participants quickly align themselves as for or against the particular solution proposed by the resolution. They follow the forms of discussion, but use the techniques of debate and the result is far from satisfactory. Real discussions in the field of the debate subject can take place only before a specific question for debate has been announced.

To create a climate in which gen-

\*From the Dec. 1950 Rostrum of NFL.

uine discussions of the debate subject can flourish we need not change the method of selecting our debate questions, simply change the time-table: Select the subject in March, but not a specific question for debate until the following December. This is the way it would work:

#### The Plan

1. At the December meeting of N.U.E.A. Committee on Debate select three subjects for debate-discussion, but state them simply as problems; e.g., How Shall We Meet the Problem of Inflation? Or World Peace, or Communism, etc. Select one such problem by ballot of the cooperating state leagues in February.
2. Prepare handbooks of source materials and special articles much like the present books except that they would present background material and several possible solutions of the problem at hand instead of centering largely on support of or opposition to any one particular solution.

3. At the beginning of the school term or even in the spring for that matter, encourage local and interscholastic discussions of the subject selected for study that year.

4. Hold practice debate tournaments in the fall as usual, the sponsor of each tournament phrasing a debatable proposition within the field of the problem under consideration.

5. At the December meeting of the N.U.E.A. Committee select and officially word a proposition for interscholastic debate within this problem area. At the same time repeat the foregoing process by choosing

three new problems for discussion and debate the following year.

#### Many Advantages

1. The debate topic would be current. Instead of phrasing a debate resolution in January which would still be debated in April a year hence, the proposition would be phrased just before the heavy debate season began. The proposition could be centered on the "hot" issue of the day.
2. The question would be phrased better. Now the wording committee must theorize on the suitability of any particular wording. Under this plan it could have the benefit of the experience of those who actually debated several differently phrased resolutions within the topic of the year.

3. Debaters would have broader preparation. For several months the potential debaters would study and discuss the origin and nature of the problem as well as the various solutions proposed for it. Instead of looking for material to sustain or destroy a particular point of view they would seek to acquire the basic information about the problem which they would need in order to handle themselves creditably in a discussion.

4. The debates would be better. It is almost self-evident that the students equipped with a broad knowledge of the whole problem represented by the debate subject would debate better than those who prepared to defend just one segment of thought concerning it.

5. The use of commercially prepared debates would be checked. With the question announced January 1 there would be no time for

anyone to prepare, publish, and distribute prepared debates, strategy, canned rebuttals, and other pre-digested ready-to-serve debate material. The need for good handbooks presenting a wide range of information on the whole problem would not be diminished. If anything, the legitimate, helpful publications would find increased sale at the expense of the few remaining peddlers of prepared debate plans which bring debating into disrepute.

6. The question would not grow stale. It is pretty hard for coaches to keep top interest in a single question for a whole year from April when it is announced until the next April when the final debates are held in many states. Under this plan the officially worded question would be in use only from January to the end of the debate season. The early debates would likely use different aspects of the broad problem at each tournament, adding needed variety to the debate program.

7. Interscholastic discussion would be advanced. Most of the schools now engaging in debate would also take part in discussion tournaments early in the season as a means of sharpening their preparation for the debates to come later on. The discussions would have meaning and purpose: To help them understand the field from which the debate question would be drawn.

8. More schools and students would be attracted to the debate program. For lack of coach or of student interest many schools do not now engage in debating. A good many of them would take part in discussion for it appears to require less preparation and less rigorous training. As these students become interested in the problem through discussion and acquired information about it many of them probably would continue into the debating aspect of the study.

9. Administrators would approve. This is especially true of those who now hold that discussion ought to replace debate. They would have the discussion they want but it would be tied into the debate program in a way which would demonstrate the close relationship and proper function of these tools for solving social and economic problems.

10. Debate would be still more educational. Debaters would have gone through the whole of the true

problem solving process instead of concentrating on just one phase of it—the acceptance or rejection of a specific program.

This plan was presented at the meeting of the N.U.E.A. Committee in New York on Dec. 27. Your critical examination for flaws and improvement is therefore urged. If you are in agreement with the basic change advocated your letters to your own state league directors urging approval are solicited.

Debating as now practiced is under attack. We should defend it of course for there is much about it to defend. Defense, however, will be easier if we seek to improve the program and here is one suggestion for improvement which merits your careful consideration. What do you think of it? Let your voice be heard. Ed. Note: A tournament attempting to embody the ideas proposed above in the article by Mr. Bruno Jacob of the National Forensic League, was held last October at Stanford University, and the high schools of the state were invited. We present below a comment on this new type of tournament, withholding the author's name for reasons the reader will understand readily.

#### REPORT ON THE STANFORD INVITATIONAL TOURNAMENT OCTOBER 20-21, 1950

(Author's name withheld)

Purpose: This event was a tri-partite affair:

1. 3 rounds of discussion on various aspects of the problem of providing for the security of all the people.
2. 4 rounds of debate on 3 sub-questions within the field of the welfare state and then a 4th, 5th and 6th round on the national question.
3. 3 hours of seminars, conducted by members of the political science department.

Reaction and Evaluation:

1. The Discussion rounds:
  - a. Excellent training for the students. They learned to meet with a strange group, to propose ideas, to defend them against criticism, to search for common principles and then to state these, to attempt to search for the basic principles underlying the problem of the "welfare state".

b. The students talked with the judge, they followed his leads, they tried to out-guess him and anticipate his development of the topic.

c. A weakness of the discussion—students were too much interested in being agreeable, not enough interested in proposing new ideas and in evaluating and criticizing concepts already advanced. The discussions were far superior to the general types I have heard in other situations; yet these discussions still exemplified the general weakness of discussion—and its great strength.

#### 2. The Debate rounds:

a. Trying to debate three, really four, different propositions this early in the semester is too difficult. Some of the preliminary debates on alternate questions were indistinguishable from the fourth round debate on the national question! This idea of having students debate different questions is an admirable one—but don't have them do it so early in the season. Save it for the second semester.

b. The Southern California schools won the debate as usual. I heard three of the debates with Northern California schools. The strength of the Southern schools lies in the superior use of evidence. Example, statistics, analogy, authority, were used very well by Southern California debaters. The Northern debaters tended to use opinion, general knowledge, inference, personal testimony, etc., and naturally lost to solid evidence. We should congratulate ourselves that our students can use evidence so effectively. We are training a generation which will weigh evidence, make up its own mind, and not be swayed by demagogues.

c. We definitely need a spring tournament using two or three questions on the same day. It's a wonderful idea—but not for the first tournament.

#### 3. The seminars:

a. Wonderful! More power to them. More of them! It's a sagacious idea! Congratulations, Harvey Wagner and Howard Smith for evolving this proced-

ure. The professors gave us information; they answered questions; they really gave us much of great value. We need this situation early in the year.

#### Implications:

1. A similar event to this should be held in Southern California. Perhaps Occidental College might take hold of it—they have some good economics and political science professors there who might handle it. Perhaps Pepperdine, Whittier?
2. The events should include discussion, the seminars, but definitely NOT **four different** debate propositions. A debate topic within the field of the national subject, but not the national question, might be used. I would follow along with the recommendations as given by Mr. Jacobs concerning the proposed discussion for the Speech Association of America Convention relative to "Improving Debate by Discussion."
3. Debaters should be REQUIRED to participate in discussion. It's a different technique which is undoubtedly good for debaters. They must find areas of agreement, areas of thought, where they make definite progress toward the solution of a problem. The style of delivery is different and quite usable in so many real-life situations.
4. People specializing in discussions should be REQUIRED to participate in debate. Discussers need to learn how to organize, to think sharply, to analyze opposing ideas for errors and fallacies. They, the discussers, need to develop a style of delivery which is better suited to the public platform than is the quiet conversation of discussion.
5. Debate and Discussion each has its place. They are complementary, not antagonistic. It is time that all leaders, all speech people, all teachers, all administrators learned this. The Stanford Tournament showed that lesson to us very forcibly.

Dr. Douglas W. Ehninger, formerly of the University of Virginia, is the new director of debate at the University of Florida, and will also carry the work in classical and modern rhetoric.

SPRING, 1951

# Survey of Forensic Finances

**A Report Made to the Program Meeting of the American Forensic Association at the New York Convention held Dec. 17-30, 1950**

By Paul A. Carmack

**Editorial Note:** We are giving below the names of the colleges participating in the survey made by Professor Paul A. Carmack of the Speech Department of Ohio State University, and the conclusions drawn for the various geographical regions of the United States. We have not given the individual budgets of these various colleges and universities, although permission was granted to do so. At the meeting of the American Forensic Association where this report was presented, it was voted not to publish the amount of the budgets of the various institutions participating. Although such permission had been given, it was not deemed wise to show the wide range of differences in forensic budgets.

Where such publication might result in some colleges gaining an increase in forensic budgets because they were too far behind and below the average, it was felt that some colleges might suffer a reduction because rivals got along on smaller budgets. It was realized that the rule of change could work both ways. For these reasons it was felt that it would be discreet not to reveal the amount of the budgets of individual institutions.

Suffice it to say that the amount of yearly budgets of these colleges runs from the lowest of \$25 to the highest of \$3,600. One hundred and twelve colleges are reported here. Those whose reports came too late are not included. There was such great interest in the three reports made at the AFA Program meeting that the session which was to run from 7 p.m. to 8:15 broke up about a quarter to eleven p.m. There was not a large crowd in attendance, but a group thoroughly devoted to the interests of college and high school forensics remained in general discussion for record breaking time.

The success of this program argues for more like it. The American Forensic Association seems to have arrived upon the scene not a moment too soon if the educational world is to be won back

to an appreciation of the value of forensic activities in American colleges and high schools.

#### Colleges Responding

Alabama—Alabama College, University of Alabama.

Washington, D. C.—Georgetown University.

California—California Institute of Technology, Chico State College, Pacific University, Pepperdine College, University of California (Berkeley), University of Southern California.

Colorado—University of Colorado

Connecticut—University of Connecticut.

Georgia—University of Georgia.

Hawaii—University of Hawaii.

Idaho—Idaho State College.

Illinois—Bradley University, Eastern Illinois State College, Illinois College, Lake Forest College, James Millikin University, Northwestern University, University of Illinois, Southern Illinois University, Wheaton College.

Indiana—Anderson College, Ball State Teachers College, DePauw University, Earlham College, Evansville College, Manchester College, Wabash College.

Iowa—Grinnell College, Iowa College, Morningside College, State University of Iowa.

Kansas—College of Emporia, Kansas State College, University of Wichita.

Kentucky—University of Kentucky.

Louisiana—Southwestern Louisiana Institute.

Maine—Bates College, Bowdoin College, Colby College, University of Maine.

Massachusetts—Northeastern University, Tufts College, Wellesley College.

Michigan—Albion College, Alma College, Wayne University, Western Michigan College.

Minnesota—Concordia College, Mankato State Teachers College, University of Minnesota.

Mississippi—University of Mississippi.

Missouri—St. Louis University, Southeast Missouri State College, Tarkio College.

Nebraska—Nebraska State Teachers College, University of Nebraska, University of Omaha.

Nevada—University of Nevada.

New Hampshire—University of New Hampshire.

New Jersey—Rutgers University.

New Mexico—University of New Mexico.

New York—Brooklyn College, College University, Cooper Union, Cornell University, Hamilton College, Hartwick College, New York State College for Teachers, Queens College, Syracuse University, University of Rochester, United States Military Academy.

North Carolina—Duke University.

Ohio—University of Akron, Baldwin-Wallace College, Bowling Green State University, University of Cincinnati, University of Dayton, Heidelberg College, Kenyon College, Oberlin College, Ohio State University, Otterbein College, Western Reserve University.

Oklahoma—Oklahoma Agricultural and Mechanical.

Oregon—University of Oregon.

Pennsylvania—Allegheny College, Gettysburg College, Lehigh University, Lincoln University, Slippery Rock State Teachers College, Swarthmore College, Temple University.

South Dakota—University of South Dakota.

Tennessee—Carson-Newman College, University of Tennessee.

Texas—Abilene Christian College, Baylor University, Texas Christian University, University of Texas.

Utah—Brigham Young University.

Washington—State College of Washington, Whitman College.

Wisconsin—Marquette University, Wisconsin State Teachers College, University of Wisconsin.

Wyoming—University of Wyoming.

#### TABLE OF COLLEGES BY GEOGRAPHICAL DIVISION

(for interpretation of data)

East	No. of Colleges	Responses
Connecticut	21	1
Delaware	3	0
Dist. of Columbia	17	1
Maine	10	4
Maryland	27	2
Massachusetts	50	3
New Hampshire	8	1
New Jersey	27	1
New York	98	10
Pennsylvania	92	8
Rhode Island	8	0
Vermont	11	0

(Turn to Page 7, Col. 1)

#### MEAN RESPONSES AMONG COLLEGES AND UNIVERSITIES IN THE EAST

	0 to 699	700 to 1199	1200-1999	2000-4999	5000-9999	10000 & up	Over-All
Number of responses	5	7	5	7	4	1	29
Forensic Staff	2	2	2	2	2½	2	2
Have Non-Honorary Group	3	4	3	3	2	0	15
Number of Debates	40	52	88	68	127	62	70
Debates Before Audiences	15	9	40	77	22	15	19
Audience Debates Judged	8	7	15	32	12	15	15
Number Students Used	21	12	23	27	36	21	23
Colleges within 100 miles	10	8	8	20	34	10	17
Budget	\$415	\$620	\$830	\$502	\$760	\$750	\$610

Honorary Societies: 11 chapters of Delta Sigma Rho; 2 chapters each of Tau Kappa Alpha and Pi Kappa Delta. In three cases the forensic program is managed from this honorary and in three more cases this is partially the case. In all fifteen cases the honorary serves as an achievement award. Average Cost Per Debate—\$8.70.

#### MEAN RESPONSES AMONG COLLEGES AND UNIVERSITIES IN THE MIDWEST

	0 to 699	700 to 1199	1200-1999	2000-4999	5000-9999	10000 & up	Over-All
Number of responses	7	13	11	7	8	7	53
Forensic Staff	1	2	1.8	2	2.2	3.5	2
Have Non-Honorary Group	3	6	5	3	4	3	24
Number of Debates	44	78	94	114	97	181	99
Debates Before Audiences	4	8	8	17	8	24	11
Audience Debates Judged	1	6	2	10	1	13	5
Number Students Used	11	19	24	18	18	39	21
Colleges within 100 miles	8	10	13	6	9	13	10
Budget	\$470	\$650	\$930	\$1130	\$1250	\$1270	\$920

Honorary Societies: 12 chapters of Tau Kappa Alpha; 20 chapters of Pi Kappa Delta; 16 chapters of Delta Sigma Rho. Six schools managed partially by honorary. In all membership is an achievement award. Average Cost Per Debate—\$9.30.

#### MEAN RESPONSES AMONG COLLEGES AND UNIVERSITIES IN THE SOUTH

	0 to 699	700 to 1199	1200-1999	2000-4999	5000-9999	10000 & up	Over-All
Number of responses	0	2	2	5	6	2	17
Forensic Staff	0	1	3	1.6	2	5.5	2.6
Have Non-Honorary Group	0	0	1	3	5	2	11
Number of Debates	0	45	68	115	131	200	117
Debates Before Audiences	0	30	2	7	22	50	18
Audience Debates Judged	0	30	1	5	14	50	16
Number Students Used	0	17	20	32	21	43	27
Colleges within 100 miles	0	5	3	4	6	1	4
Budget							
	\$415	\$1000	\$1100	\$1300	\$2000	\$2000	\$1140

Honorary Societies: 7 chapters of Tau Kappa Alpha; 7 chapters of Pi Kappa Delta; 2 chapters Delta Sigma Rho. In three cases the forensic program is managed from this honorary and in three more cases this is partially the case. Average Cost Per Debate—\$9.74.

#### MEAN RESPONSES AMONG COLLEGES AND UNIVERSITIES IN THE WEST

	0 to 699	700 to 1199	1200-1999	2000-4999	5000-9999	10000 & up	Over-All
Number of responses	0	4	4	3	7	1	19
Forensic Staff							
Have Non-Honorary Group							
Number of Debates							
Debates Before Audiences							
Audience Debates Judged							
Number Students Used							
Colleges within 100 miles							
Budget							
	\$1150	\$825	\$1720	\$1485	\$1700	\$1235	

Honorary Societies: 5 chapters of Tau Kappa Alpha, 4 chapters of Pi Kappa Delta, 8 chapters of Delta Sigma Rho. Five schools are managed partially from honorary. Average cost per debate \$13.00.

### INCIDENT OF FORENSIC ACTIVITY OTHER THAN DEBATE

	East	South	Midwest	West	Total
Total responding	29	17	53	18	115
Discussion	11	10	34	13	68
Oratory	12	12	34	14	72
Extempo	9	11	31	15	66
Radio Speaking	4	4	13	4	25
Speakers Bureau	4	4	11	5	24
Legislative Assemblies	7	2	9	4	22
Interpretation	2	3	6	4	15
Intramural Contests	2	2	5	4	13
After dinner Speaking	0	5	4	6	15
Impromptu	0	4	1	6	11

### HOW VARIOUS BUDGETS ARE SUPPLEMENTED

Special requests for more money	10
Students pay part of expenses	9
Money raising activities and dues	8
Outside gifts	2

### GEOGRAPHICAL DIVISION

(Continued from Page 6)

	No. of Colleges	Responses
Midwest		
Illinois	75	9
Indiana	37	7
Iowa	26	3
Kansas	23	4
Michigan	31	5
Minnesota	29	3
Missouri	37	7
Nebraska	19	3
North Dakota	9	0
Ohio	63	12
Oklahoma	18	1
South Dakota	11	1
Wisconsin	34	2
South		
Alabama	20	2
Arkansas	15	0
Florida	12	2
Georgia	35	1
Kentucky	25	1
Louisiana	18	2
Mississippi	14	1
North Carolina	33	1
South Carolina	24	0
Tennessee	37	2
Texas	53	4
Virginia	34	1
West Virginia	17	0
West		
Arizona	3	0
California	56	5
Colorado	11	3
Hawaii	1	1
Idaho	6	1
Montana	8	0
Nevada	1	1
New Mexico	8	1
Oregon	19	2
Utah	5	1
Washington	16	2
Wyoming	1	1

### WESTERN SURVEY By R. D. Mahaffey Linfield College, Oregon

Number of colleges responding, 57, ranging in size from 120 to 8500, with the U. of C. at 20,000.

Average number of people on forensic squad, 30.6, ranging from no regular squad to 75 on the squad.

Average budget for the forensic squad, \$906.75, ranging from no regular budget to \$3400.

Average number of tournaments attended yearly, 4.4, ranging from no tournament attendance to 10 tournaments per year.

Replies to tournament policy questions:

Do you favor uniform tournament rules? No, 39; yes, 16; no answer, 2.

Do you favor codified judge's instructions? No, 38; yes, 15; no answer, 4.

Should tournament participation be limited? No, 23; yes, 22; at times, 9; no answer, 3.

Events which were not favored by 57 colleges:

Debate, 4 against; extemp, 0 against; oratory, 14 against; impromptu, 8 against; A.D.S., 27 against; interp, 18 against; experimental, 34 against.

Do you favor the use of more than one debate question? No, 41; yes, 16.

### Speech Activity Survey of Oregon High Schools—Fall 1950

Replies to tournament policy questions:

Do you favor uniform tournaments? No, 1; yes, 12.

Do you favor codified judge's instructions? No, 3; yes, 10.

Should tournament participation be limited? No, 10; yes, 3.

Should more than one debate topic be used? No, 11; yes, 2.

Schools responding to survey, 13.

### TAU KAPPA ALPHA RECORD OF ACTIVITIES\*

Although a good many of the schools where Tau Kappa Alpha chapters are present hold congresses, tournaments, or workshops, not many of them have their projects officially sponsored by Tau Kappa Alpha. However, upon an examination of their individual programs, it is apparent that in all such meetings, the local chapter members of TKA play a decisive and important part.

Given below is a partial listing of schools where TKA chapters are located, together with a list of the intracollegiate and intercollegiate forensic activities sponsored by those chapters:

University of Alabama—The Alabama Discussion Conference, November 10 and 11, 1950; University of Alabama Intramural Debate Program.

Alabama Polytechnic Institute—Auburn Intramural Debate Tournament, February 5-9, 1951; TKA Extraneous Speaking Contest (intramural), April 23-26, 1951; Alma College Extempore speaking Contest, December 7.

University of Arkansas—Arkansas High School Debate Tournament; TKA High School Debate Clinic.

Arkansas State Teachers College—Mid-South Debate Tournament.

Capital University—Women's Ohio Conference State Debate Finals, December 8-9, 1951; Men's Ohio Conference State Debate Finals, February 22-24, 1951.

Case Institute of Technology—Tau Kappa Alpha Freshman Speech Contest.

Denison University—Denison Intramural Speech Contests; 20th Annual Open Debate Tournament, November 4, 1950.

University of Denver—20th Annual Rocky Mountain Speech Conference.

University of Florida—Florida Intramural Debate Tournament.

Louisiana State University—High School Debate Coaches Workshop, October 28, 1950.

Manchester College—Manchester Cross-Examination Debate Tournament, November 11, 1950; Indiana State High School Debate Tournament, March 31, 1951.

\*Taken from The Speaker of Tau Kappa Alpha. (Turn to Page 27)

# Why Contest in Music, Speech and Arts Should Be Eliminated

By **LOWELL B. FISHER**  
Associate Professor of Education,  
University of Illinois

Activities of secondary schools in which the contest element is inherent constitute significant and vital experiences for students. The very fiber of American traditions is interwoven with activities involving competition, contests and rewards. The basis of our economic system is competition, competition working within commonly accepted rules of conduct and behavior. The reward not only must be achieved through fairness, a display of intelligence, and capability but also must be won within a context of commonly accepted rules, competence and acceptable attitudes.

Furthermore, the American people want the activity used in competitive situations to be suited to vigorous competition. In other words, the contest element must be inherent in the activity. Most people tend to show little interest in activities that are inappropriately combined with the contest element. As evidence of this statement, witness the meager attendance at high school music and speech contests at both the local and state levels.

The contest committee of the North Central Association recently recommended that contests in music, art and speech be eliminated from the secondary school curriculum. This recommendation was made to and approved by the administrative committee of the Commission on Secondary Schools and was adopted by the commission during its annual meeting in Chicago in March 1950.

As the report now stands, it merely offers recommendations for member schools to study. The contest committee will give further study to the report this year and may recommend in March 1951 that certain parts of the report be adopted as criteria. It is quite possible, however, that the contest committee will feel that such a recommendation might be premature. Criteria of the North Central Association, of

course, must meet the approval of at least a majority of the representatives of member schools.

In making this recommendation, the committee did not intend to indicate opposition to competition in general or to competition in our economic system. The committee has been charged with showing such opposition by a few organizations, the members of which have not in some cases taken the time to read the entire report.

The contest committee did intend, however, to indicate opposition to the use of artificial stimulation and motivation of interest and participation in such important fields of activity as music, art and speech.

The literature dealing with educational method and psychological principles for 4 years held that artificial motivation does not provide an acceptable learning situation. Motivation is a matter of insight. When a child adopts a goal that has been set up, his activity begins to be aimed toward the attainment of the goal.

The established goal also tends to place values in the minds of students. In music, for instance, if the goal has come to be the winning or placing in a contest, then music to the child tends to be a vehicle or means of winning a reward, and the contest becomes all-important. The inherent values of music tend to be secondary and significant only as a means. Music becomes a means and the contest element an artificial goal. If a student through this method develops a taste for good music, it is a by-product.

To win recognition in a music contest requires a fairly high degree of skill — specialization of a skill. This places a goal for many students that is beyond the level of their insight. Consequently, many either do not participate or drop out, many who might profit some if the goal were the appreciation and enjoyment of music in and of itself.

Goals for children must be genuine and meaningful. They must be attainable. They must represent worth-while aspects of an activity, not peripheral rewards. The contest committee feels that when the em-

phasis in music is placed upon contests an external goal has been set up rather than a genuine goal, the pleasurable activities involved in music.

Every effort should be made by secondary schools to provide opportunities for auditions and for other recognition of talented, specialized music students. The gifted students must not be neglected. Further opportunity for development should be encouraged.

This does not imply, however, that the general education aspects of music should be neglected. They should be modified, strengthened and reemphasized. In general education, as many students as possible should have the opportunity to enjoy good music. Students can be conditioned to enjoy good music.

Music is psychologically significant in the lives of all. Good music tends to relieve tensions and to encourage and inspire persons to nobler and richer lives. It can provide vicarious outlets for pent-up emotions. For those who can play some instrument, if only in an elementary way, music can provide a release and a pleasurable escape from everyday tensions and routine. It provides excellent recreation for many.

School administrators and faculties should appraise the music programs and opportunities provided in many of the elementary and secondary schools. If the emphasis is upon state and local contests, then most certainly an examination of the purposes of music in the curriculum should be given serious study.

## Not Art for Art's Sake

The contest committee feels much the same about art contests as it does about music contests. In most cases, contests in art set up artificial goals, unless the contest involves only the gifted who are specializing in art.

Art for art's sake should be retained for those in the secondary schools who have ability for and interest in specialization. The essence of talent in art appears to be creative imagination with an additional ingredient called emotional sensitivity. Good intelligence also con-

\*By permission of Nation's Schools and Professor Fisher.

tributes, but to what degree is probably not known. Gifted people can be identified in the lower elementary grades. These artistic gifts among children must be encouraged and opportunities for development provided. The committee has no intention of narrowing the opportunities for gifted children. Rather it intends to broaden opportunities for all students.

Art, however, has been neglected in our educational systems, particularly in the general education program. Most art instruction has been instruction geared to the field of specialization—art for art's sake for all. This represents a misconception of art as general education. No attempt should be made to develop all children into artists of various degrees of ability, as has been done. Instead, art should develop in the child the ability and desire to make more attractive the everyday environment in all walks and vocations of life. The child should recognize and appreciate the effect of the physical environment upon the psychological feeling of well-being in the individual. To beautify and to make appropriate those things and places that are inhabited and used daily should be the primary objective of art in the general education program.

Homemaking courses for both boys and girls should emphasize art and its appropriateness with respect to cultural and regional backgrounds of people. Making the home, the city, and the countryside more beautiful and functional, as well as assisting in molding the family and home into a more tightly knit institution in a democracy, should be emphasized.

But, alas, for example, most home-making courses still devote much time to teaching country girls how to distinguish between formal and informal balance of a stiff looking mantelpiece of an infrequently used Eighteenth Century fireplace. The farm home springs from the soil that nurtures it. Why not recognize this fact and start from that point?

With respect to speech, the committee feels that too much speech instruction is still based upon traditional usage, imitative drill, and artificial elegance. Speech cannot be learned through imitation and enforced practice for a forthcoming contest.

#### Right Emphasis in Speech

The true art of speech—communication of ideas—cannot be learned by practicing adherence to models of accepted styles and correctness. It is not just an automatic skill that can be acquired through imitation. Speaking is a part of the individual's personality reacting under given social situations. It involves a person's ability to be logical, critical and adaptable. These traits of personality are reflected in the available symbols of expression in social communication. Speech involves (1) being able to think logically, critically and judiciously, (2) being able to organize and summarize the results of thinking, (3) being able to select appropriate word symbols that will accurately and clearly communicate thoughts and ideas, and (4) being able to develop attitudes of conduct and speech that will result in an acceptable personality in a democracy.

The emphasis then in speech activities should be upon the intelligent and considered ideas of persons within groups, both formal and informal. Possible solutions of common cultural as well as individual problems in a democracy are not arrived at through dramatic, eloquent and emotional speech making and oratory.

Formalized debates, wherein one side is arbitrarily pronounced the winner and the debate closed, fail to suggest possible solutions and alternatives to problems. One position or alternative, dogmatically held, is declared the winner. The winner may have been selected because of the eloquence of the presentation as against the logic of the thinking of the participants or the relevancy of the proposals.

If general discussion of both participants and audience follows the formalized presentation, debate as a form of communication might be more justifiably defended.

Such speech forms as oratory and declamation accomplish little if anything in teaching students to think, to symbolize, to communicate. Rather they teach them to imitate, to memorize, and to deliver with drilled precision and correctness.

#### Dramatics Has its Place

Dramatics has a definite place in the secondary school as a beneficial activity, but not as a contest vehicle. High school plays should be a

medium for students to attain the greatest possible perfection of the arts involved. All appropriate facilities of the school should be used in an effort to make each public dramatic presentation a work of art. Mechanics, woodworking and stagecraft should be a part of a successful dramatic production.

Those students most interested, talented and experienced in dramatics should be used in public dramatic presentations, regardless of whether they are freshmen or seniors. One-act plays can be given before classes and assemblies to give opportunity for some limited experience in dramatics to those students who do not wish to specialize in that field.

Although the contest element is not inherent in the activities of music, art and speech, it is suited to interscholastic athletics. Our firm belief in the need for contests and competition is fundamental in the statement: "The committee feels that interscholastic athletics has a real place in the experience of the pupils in the secondary school."

The American people seem to want competitive activities, especially athletics, conducted in accordance with acceptable rules, regulations, controls and refinements of abilities. It is felt that the rules of the game should be studied periodically and changes made when it seems necessary. State athletic associations should continue membership in the National Athletic Association. Students, fans, players, coaches and officials should continuously appraise their own conduct in terms of good sportsmanship. The committee feels that mid week games should be avoided, if possible, and that seasons should be limited in accordance with the entire sports program of the school. Schools that have no major fall sport can possibly justify a longer basketball season than can schools that have a football season in the fall. It is further felt that all post-season games should be prohibited.

#### Athletic Events Entertain

Major athletic events should be regarded as wholesome entertainment which the public demands. Since this is true, all who can appropriately do so should cooperate to encourage the best in these activities. A certain amount of pageantry enhances major sports, such

# I Speak for the NCA Contest Committee

## P. E. Lull

"We are not building the hydrogen bomb to bring Russia to her knees. We are building it to bring her to her senses."

—W. L. Laurence, in The Hell Bomb.

Last spring, after two years of study, the Contest Committee of the North Central Association submitted a report recommending (in part) "that more emphasis in the general education field be placed on music, art and speech."<sup>1</sup> After being modified by the Administrative Committee,<sup>2</sup> the report was approved by the Commission on Secondary Schools at its meeting in Chicago on March 22, 1950. In its final form the report recommended, among other things, the discontinuance of interscholastic contests in music, art, and speech! This proposal struck these segments of the academic world like a bomb. Since that time, individuals and groups in these areas have struck back. Their reactions have taken two forms:

(1) Presentation of a defense of the contest activities marked for oblivion, and refutation of some of the committee's charges, with special emphasis on the desirability of the Objectives of speech contests and speech training.

(2) Strong attacks on the Contest Committee, with particular reference to its alleged incompetence and to the procedures followed in the preparation of the report.

While I disagree with some of the conclusions submitted by the committee, and am very much opposed to its recommendations that all interscholastic speech contests should be abolished, I believe that part of the committee's position has been misconstrued, part of the attacks have been unwarranted, and there has been a failure to acknowledge the beneficial effects that a fair and complete discussion and consideration of the committee's report could have on speech in particular and education in general! I believe that it is time that someone in the speech field should speak in behalf of the Contest Committee, and I pro-

<sup>1</sup>Quoted from an interview with Lowell B. Fisher, Chairman of the Contest Committee conducted by representatives of the Illinois Music Educators Association.

pose to do just that. It is my opinion that consideration of this report could be one of the best things that has happened to the speech profession in a long time.

1. The fact that a group of responsible educators could come to the conclusions contained in this report, makes it apparent that we speech people need to do a better job of acquainting school administrators with the kind of work we are actually doing today. No state has a perfect program—but some states have developed programs that are now receiving strong support from school administrators. Programs such as these should be publicized and emulated. In some states a liaison exists between speech teachers and school administrators—in other areas the contacts are few. This report isn't the first attack that has been made on speech activities—and published in educational journals for all teachers and administrators to see—nor will it be the last. If a comprehensive and intelligently planned and conducted program of extra-curricular speech activities is to be established or maintained, it must be backed by the combined support of school administrators and speech teachers.

Although the Contest Committee's report is on the agenda for the annual meeting of the North Central Association in March, 1951, I doubt that the N.C.A. will accept the committee's recommendations without a full and fair investigation of the facts in the situation. Most educators are—and all educators should be—exponents of the scientific method. It is the responsibility of the Speech Profession to see that valid and complete evidence is presented. I urge endorsement of two recommendations adopted by the Illinois Speech Association on November 4, 1950.

No. 3.—"That the Commission on Research and Service of the North Central Association make a study of the voluminous literature by competent scholars in and outside the field of speech bearing upon the problems at hand."

No. 4—"That any move to eliminate interscholastic speech be postponed pending the investigation, re-

search and inquiry herein suggested."

I repeat: the Contest Committee's report has provided us with an opportunity to state our case more adequately and more directly to top-level school administrators than we have ever done or perhaps ever had the opportunity to do before. If we take advantage of this opportunity, the report will have been good for us!

2. The Committee's report is a challenge to speech people to clean our own house! All of the replies that I have seen acknowledge that abuses exist, but having made the admission the writers pass on with the observation "Abuses can be eliminated without destroying the system." But if we are content to pat ourselves on the back, gloss over the evils that do exist, and if we fail to take positive action leading to the elimination of these abuses, we can't complain too much if someone else does the job for us, and throws out the good with the bad.

Most thinking people will concede that the goals of debate, extemporaneous speaking, and some other speech contest activities are desirable. But sometimes, as speech teachers well know, there's a wide difference between goals and practices. I would not attempt a blanket defense of all "debating" for I have heard debaters who were a disgrace to themselves, their "teachers" and their schools. It may be true that outmoded speech contest activities are being maintained in some localities because no one has enough energy or sense enough to throw them out. Whether the Contest Committee has evidence or not, it has spotted some flaws in speech contest activities as they are conducted in some localities!

When the committee takes a stand against the over-use of dramatics and emotion in speech making and pleads that "deliberations on a highly intellectual plane should be more prevalent than they are" speech teachers should shout "Bravo" and join forces with the committee in working toward these goals! Although we recognize that people are swayed by over-dramatic and over-emotional speak-

ers, reputable speech teachers want no part in the training of demagogues and spell binders. When this kind of speaking occurs in speech contests, I will oppose it, and if it can be proved that such speaking is inherent in any specific kind of speech contest, I will endorse the abolition of such a contest!

When the committee objects to debates in which "parties resolve to win through eloquent presentations of a side with little if any regard to examination of the facts involved in a problem," I concur in this objection! However, I'm sure that this is not a general practice among debaters—the committee's implied generalization is too sweeping—and certainly the practice is not inherent in the activity. But there are debaters who pay little attention to the facts—or twist the evidence to serve their purposes—and every reputable speech teacher will join the committee in condemning these practices.

When the committee objects to "traditional usage, imitation drills, and artificial elegance," they will find that most present-day speech teachers agree with them. As a matter of fact, in many high schools and colleges some of the forms of speech contest activity, to which the committee objects, **have already been abolished by the speech teachers themselves**—and for some of the specific reasons advanced by the committee.

Every profession has its charlatans who bring discredit upon the profession as a whole. Doctors, lawyers, dentists, even termite exterminators have to be vigilant at all times, and speech is no exception to this rule. Twenty-four hundred years ago some speech teachers in ancient Greece trained their students to speak to win—with the Sophists the end justified whatever means were used to obtain it. A century ago another type of teachers, the elocutionists, trained their students to give artificial and mechanical exhibitions. For many years we've been trying to rid ourselves of their influence. Even today there are 20th century Sophists and elocutionists in our midst. I believe that speech teachers have an obligation to themselves and to the good name of their profession, to throw out the charlatans, opportunists and incompetents who bring discredit upon the legitimate and useful work that

most of our people are doing. I sincerely hope that the N.C.A. Contest Committee's report will bring the speech profession to its senses, and result in the creation of a **National Committee on Ethics and Standards**, with sub-committees in every state, serving as a constant check on malpractices that may exist or may develop.

Such a committee should make a thorough investigation of all speech contests that are now being sponsored. It should set up standards by which contest activities may be evaluated, and should formulate a program of speech activities for the secondary schools that **speech teachers and educators** can and will endorse. The Committee should follow a policy of intelligent selection and discrimination that will retain those contests that are essentially good, weed out those that are found to be undesirable, and modify the rules and procedure for any contest where such modification will increase the value of the contest to the participant.

A National Committee on Ethics and Standards should give careful consideration to the application of the contest element in the speech field. If the committee's charge that contests in speech represent "artificial stimulation and motivation" can be **substantiated**, we speech people should take the necessary action without waiting for school administrators to act. If, on the other hand, the charge cannot be substantiated, or if in some speech contests the motivation is real, we should see that this evidence is disseminated to **all interested parties**. Furthermore, an Ethics and Standards Committee should establish a clear definition of the basic function of speech contests. Generally speaking, speech people have believed that interscholastic contests are intended primarily to serve the needs of superior students. Is there any reason why the general educational advantages of speech training for **all students** should be in conflict with a program that provides **additional** training and experience for those of superior ability. Must it be one or the other? Why not **both**?

3. The committee's report is encouraging to me for one further reason. It expresses strong support for some phases of speech training.

In this respect it represents one of the strongest endorsements of our work that we have ever received from people in the field of Educational Administration. The Contest Committee recognizes the need for greater—not less—emphasis is on **training in the communication of ideas**—it stresses the importance of developing the students' ability to be "logical, critical and adaptable." It may be that if speech teachers will work with this committee, rather than against them, we can, together, work out a program of extra-curricular speech activities that will—

(1) promote the accomplishment of legitimate and desirable objectives in a better manner than these objectives are being accomplished at the present time, and

(2) result in the **expansion** of such a program to schools where little or no speech activity is now being conducted.

The Contest Committee's report has opened the door, and asked us to enter. I propose that we accept the invitation! We should be willing to participate in the discussion suggested by Chairman Fisher: "Faculties and administrators must first set forth the purposes of music, art, and speech in a democracy, then provide a program of education that will best realize these purposes."<sup>1</sup>

In summary, I recommend that we meet the challenge of the N.C.A. Contest Committee's report in three specific ways:

(1) Take immediate steps to present school administrators with **full information** about speech contests as they are now being conducted.

(2) Request the Speech Association of America to create a National Committee on Ethics and Standards which shall be charged with the responsibility of curbing or eliminating whatever abuses may exist or may develop in interscholastic speech contests.

(3) Work with the North Central Association in formulating a speech program for the secondary schools that will make possible the attainment of sound educational objectives—and then take whatever steps are necessary to see that such a program is made available to students in **all** schools.

<sup>1</sup>"Why Contests in Music, Speech and Art Should be Eliminated." L. B. Fisher, The Nations Schools, October 1950, p. 36.

# Minnesota Reply to the NCA Committee Report\*

School contests are a perennial issue in education. Controversy about the userfulness of speech contests is certainly a recurrent phenomenon in educational literature, in the deliberations of school administrators and curriculum experts, and among teachers of speech. The report of the contest committee of the North Central Association recommending the discontinuance of speech, music and art contests has served to highlight this controversy once again in Minnesota, while at the same time, it has added little in the way of information or argument to the controversy. The cursory nature of the report of the contest committee provided only for the making of certain general assertions about the nature of speech and speech activities, without any exploration of the evidence relative to these assertions.

Nevertheless, this effort is certain to arouse considerable discussion of the merits of speech contests, and of their place in the school curriculum. Such discussion is often confusing, involving as it does the consideration of an exceedingly complex issue, and it is with the hope of eliminating some of the confusion that surrounds such discussion that this article is written. We do not hope to be able, in a few paragraphs, to argue the case for or against this or that school contest, but we do hope to be able to present a few propositions which may serve to clarify the considerations that ought to be kept in mind as the merits of such contests are argued or discussed. These propositions highlight, we believe, some of the sources of confusion in the discussion of speech contests.

**I. Speech contests are so varied in their nature, and cover such a variety of activity that they ought to be discussed individually rather than in the aggregate.**

It is common to hear people say that "speech contests" ought (or ought not) to be eliminated. Such statements are usually made with some specific contest in mind, and on the basis of reasoning that applies to a specific contest rather than to contests as a class. Consider the fact that in Minnesota we have

\*From the Minnesota State High School League Bulletin.

competition in such diverse activities as debate, discussion, the interpretation of literature, extemporeous speaking, oratory, and drama. These activities range over forms of speaking which, despite their common elements, are unique in many respects, involving the entire range of purposes for which people use language. It is probable that the considerations which affect the form and nature of inter-scholastic meetings for debate are somewhat different from those affecting the form and nature of interscholastic activity in drama. Persons who feel that drama contests are unnecessary ought not to call for the elimination of debate on any basis, nor should people who are dissatisfied with high school debating condemn discussion and interpretation activities on that account. When we discuss speech contests, it appears that in the interest of intelligent treatment of the issues, we ought to talk specifically about one form of speaking activity, and direct our thinking to the issues that pertain to that activity.

**II. It is wrong to assume that if contests are eliminated, some "more desirable" form of speaking activity will spring up to fill the educational function of such contests.**

Most speaking contests have grown up out of the recognition by teachers and parents of the need for speech training for high school students. It is not uncommon to find such activities the primary way in which speech training appears in the curriculum of many schools; nor to find schools which do not participate in contests neglecting training in certain useful and necessary forms of speaking. Speech teachers, of course, believe that speech education has a place in the curriculum, as well as the co-curriculum of the school—just as physical education has both its curricular and co-curricular basis. But those who propose elimination of contest work have a serious problem to deal with relative to the ways and means by which high school students are to receive opportunity for training in a variety of forms of speaking.

**III. The fact that abuses are found connected with some particular speech contest may argue for the**

**reformation of that contest as much as for its elimination.**

Before one assumes that any particular contest ought to be eliminated it is necessary to ask whether the reasons cited for eliminating the contest are inherent in **any** form of interscholastic meeting, or are connected with the particular rules which have been set up for the conduct of that particular contest, or possibly, a result of poor training methods, or even lack of methodical preparation for contest participation. Many speech teachers look to changes in the form of the so-called "declamatory" contests, without, however, suggesting that all inter-scholastic meetings between students studying the oral interpretation of literature ought to be ended. Again, the issues that revolve around contests ought to be considered specifically and in terms of specific contests.

**IV. Most educators accept the usefulness of inter-scholastic meetings.**

This fact does not prove that such meetings ought to take the form of any particular speech contests now in existence. It is important, however, to keep in mind the fact that schools are not seeking, and ought not to seek, to isolate their students from the students of other schools. The proposal to eliminate an interscholastic contest always raises the issue of a potentially more productive specific form in which inter-scholastic meetings should be conducted.

**V. Persons who advocate the elimination of contests on the basis that "Competition is bad" ought to be ready to support the full consequences of such an assumption.**

It is doubtful that a school system that eliminated all forms of competition would have much relevance to the society in which we live; or that such a school would long be tolerated by the people who support it. This does not mean that any and all forms of competition are good and ought to be encouraged. It does mean that the particular logic of competitive activity in a particular speech contest, or any other part of the curriculum, ought to be examined on its own merits. One activity cannot reasonably be eliminated solely because of its com-

petitive nature while other competitive activities are encouraged.

**VI. The notion that there are "good" and "bad" forms of speaking is a misleading and unproductive way to approach the problem of speech activities.**

Debate is not inherently "bad," nor is discussion inherently "good." Each form has its function in our society; the functions are related, and they combine in the structure of our democracy. Both forms are subject to abuse. The form of discussion may be perverted to the most dishonest form of advocacy—advocacy traveling under the cloak of an impartial discussion. Debate can clothe the forms of assertion and counter assertion so popular in American political life. The speech functions of inquiry and advocacy, which are represented in discussion and debate are both essential to our society, and are essential skills for the individual citizen. Those of us who teach speech have an obligation to make students better critics of bad discussion and bad debating. All this does not argue for the existence of contest work in discussion and debate within the Minnesota pattern, but it does argue against the false issue of condemning a contest because it embraces an inherently "good" form of speaking.

**VII. Proficiency in any form of speaking practiced in Minnesota speech contests is worthwhile.**

Viewed in this light the speech contest acquires a long range perspective. Educators who deny the value of the ability to speak effectively in public are rare indeed. We generally acclaim the appreciation of good literature skillfully read aloud and the discriminating enjoyment of worthwhile drama well played. Lives are allegedly enriched through community cooperation in these activities. Skills in analyzing propaganda and the ability to construct and present a sound, convincing argument have great utility—and universal respect in our society. Until someone demonstrates the inherent incompatibility of interschool speech activities and their worthy objectives, or until someone demonstrates a better method of reaching these objectives, we might as well devote ourselves to contest improvement rather than contest abolition.

Don Smith, William Howell,  
University of Minnesota.

**ILLINOIS SPEECH ASSN REPORTS\***

The Illinois Speech Association, in an effort to clarify its position in the current discussion of contests on the secondary school level and in order to contribute to a more widespread understanding of that position, is pleased to accept the invitation of the representatives of the North Central Association to present views on this important matter.

A. For the above purposes, the Illinois Speech Association presents the following observations:

(1) There is a place for training in both reasoned investigation and reasoned advocacy, as well as for training in effective speaking and reading in the educational preparation for responsible participation in democratic living. Without such trained leadership, democratic procedures cannot function.

(2) Since the accomplishment of the goal stated above requires the use of some pedagogical devices, and since it is unthinkable that such important democratic training be summarily abandoned, it follows that a working methodology for the accomplishment of such training should not be discouraged in schools which find such a program advisable.

(3) Since the democratic process demands training in reasoned advocacy as well as in reasoned investigation, the omission of provision for training in advocacy is a serious oversight.

(4) It has been the experience of Illinois teachers of speech that effective training in interpretation and in advocacy cannot be supplied in intramural situations alone as suggested in the report of the North Central Association Contest Committee.

(5) Interscholastic speech contests, competently supervised and administered, provide vital and powerful motivation, framework, and methodology for training in democratic participation.

(6) Every child—the best, the average, and the poor student alike—should be provided opportunities to develop to his maximum capacity. Any program which curtails such opportunities for anyone cannot be condoned, for the welfare of all is best promoted when the optimum of individual development is the educational goal and the democratic ideal.

(7) The Illinois Speech Associa-

tion feels that it has been remiss in failing to offer to the North Central Association, before this time, constructive and specific suggestions for the alleviation of such unsatisfactory conditions as may be revealed.

B. The Illinois Speech Association now offers the following recommendations:

(1) That the Speech Association of America be immediately petitioned by the Illinois Speech Association to set up a regular standing, advisory committee on high school speech competition with a view toward assisting state and local school units in setting up their own supervisory programs in areas where such programs may not now exist.

(2) That speech associations of other states within the jurisdiction of the North Central Association be encouraged by the Illinois Speech Association to investigate their own secondary school situations with a view to establishing means of adequate supervision of speech contests where such supervision does not already exist. Such machinery in the State of Illinois operating to the satisfaction of the Illinois High School Association and to the satisfaction of the large number of administrators, teachers, and students concerned.

(3) That the Commission on Research and Service of the North Central Association make a study of the voluminous literature by competent scholars in and outside the field of speech bearing upon the problems at hand.

(4) That the membership of the Illinois Speech Association stand ready to assist more fully in the administration of and arrangements for a complete speech program at any time that such assistance is requested by any school administrative official or anyone else.

(5) That any move to eliminate interscholastic speech contests be postponed pending the investigation, research, and inquiry herein suggested.

William G. Nagel of Massillon-Washington is the new chairman of N.F.L. East Ohio.

Don H. Pearson of Springfield continues as chairman of N.F.L. West, Ohio.

\*From the Rostrum of the NFL, Jan. 1951.

# President Buehler of Delta Sigma Rho Comments on NCA Affair\*

A good sized bomb shell exploded right here on our forensic front last March when the contest committee of the North Central Association issued a recommendation that all high school interscholastic contests in speech be abolished. This committee composed of high school principals, allegedly made its recommendations after two years of study. The report claims that certain evils in music, art and speech warrant the discontinuance of contests in these fields.

We all recognize there is room for criticism, and that none of us advocate the status quo. But the conditions are not such as to warrant the elimination of our contests. There is far more good than bad to be derived from them. What the members of the N.C.A. Committee say reflects inadequate information, lack of perspective as to the larger educational goals, immaturity of judgment and gross fallacies in logic.

The committee objects to dramatics and emotion in contest speeches. The terms, "dramatic" and "emotion" are used loosely with little regard to the relativity of meaning of these words. Drama and emotion may at times be important elements in effective speaking. Can we imagine Patrick Henry speaking on liberty or Abraham Lincoln giving his Second Inaugural, or Winston Churchill rallying his people to fight in the streets and on the beaches without the use of drama and emotion? If dramatics and emotion are overdone, the fault lies with teachers and judges rather than with contest speaking.

The committee condemns debate; yet debate is the one kind of speaking where drama and emotion is least likely to appear. They condemn debate because it places emphasis upon winning a point. Yet every day we come face to face with situations where we must match wits, stand one point against another. The committee wants all discussion and no debate. Let us recognize the merits of discussion, but we who have wrestled with the technical skills of discussion are aware of inherent

\*From the Gavel of Delta Sigma Rho, Nov. 1950.

limitations which make discussion, as a steady diet under any conditions, undesirable and impractical. Furthermore, how can you have a good discussion without having debate? Debate grows out of discussion. Who can tell where one begins and the other ends. Both employ the same basic methods of reasoning, the same types of evidence, the same rhetorical approach.

The committee apparently is not aware of the many reforms and improvements now taking place in the contest field. The speaking ventures are now more diversified. Instead of having only oratory, debate and dramatic readings, we now have discussions, legislative assemblies, extempore speaking, informative speaking, book reviews, poetry reading, radio news reporting. More and more winning and losing is being de-emphasized in favor of a system of quality rating.

Let's not eliminate these interscholastic speech activities. Let's not deny the best students in our schools some of their best educational devices. Let's give our better students an added challenge to obtain knowledge, to think clearly, to improve their skills in communication, and to develop qualities of leadership in a democracy where such assets are of great value.

After condemning various forms of educational and cultural pursuits in the contest field, the committee endorses the least educational activity of all—namely, athletics. Surely the commercialism and professionalism in athletics of the college level has done much to cloud and warp our overall aims in education. Football has thrown the educational world out of joint. The bill for adhesive tape for the Army football squad for one season is more than twice the annual debate budget for the average colleges. There is a real danger that some of the evils that plague college athletics will shake down into the high school field. Let us not discard our interscholastic speech activities. They have been tested and tried for a longer period of time than have our interscholastic and inter-collegiate athletic contests.

## SPEECH SPECIALISTS FIND EMPLOYMENT

By Roy D. Murphy

WHAT can I do to earn a living if I major in speech?" No doubt, all speech department chairmen have been confronted with that question on numerous occasions.

Yes, the modern student expects to develop intellectually, socially, physically, and spiritually while attending a university or college. He, also, insists on being prepared to handle successfully some type of work that is rather lucrative in nature. Consequently, the inquiries of prospective speech majors regarding the chances for gainful employment are justified, and should be answered truthfully.

One way of answering such questions is to present to interested individuals the employment history of their predecessors. Naturally, no student can be guaranteed employment.

There are places in the world for speech majors. The following paragraphs relate what has happened in this connection at one college.

Southwestern Louisiana Institute's speech students have found a wide variety of vocational opportunities awaiting them upon the completion of their formal education. A very high percentage of Southwest students of speech are or have been engaged in teaching speech on the university, college, and high school levels; a large number are identified with the various phases of professional radio broadcasting; many are practicing law; others are speech correctionists; and some found their way into the professional theatre and business worlds.

Since 1944, when the first speech majors were graduated from Southwestern, a total of eighteen students have taught speech on a part-time or full-time basis in colleges and universities as follows: Tulane University, Northwestern State College, College of the Sacred Heart, Southwestern Louisiana Institute, Louisiana State University, Mississippi Southern College, The University of Alabama, The University of Illinois, Popularville Junior College, and the University of Denver.

Southwesterners have been responsible for speech education in the high schools of such cities as Lake Charles, Monroe, Sulphur, Abbeville, Kaplan, New Iberia, Lafayette,

## SPEECH ACTIVITIES

ette, Mansfield, and Orange, Texas.

The ever increasing number of radio broadcasting stations has provided employment for thirty-four Southwestern speech majors in Louisiana, Texas, Missouri, and Mississippi. The Southwesterners have held positions as station managers, program directors, continuity writers, newscasters, sportscasters, announcers, feature commentators, and advertising salesmen.

The demand for speech correctionists has provided a fertile field of employment for qualified individuals. Southwestern speech majors have held positions as speech therapists at the University of Kansas School of Medicine, the Ascension Parish public schools, and the St. Charles Parish public schools. The elementary school teachers, who have been graduated from Southwestern in recent years, are qualified to administer speech therapy to those who have minor speech disorders.

The Law offices of the State of Louisiana are saturated with attorneys who received their speech training at Southwestern in the early Twentieth Century literary societies, in formal speech classes or as members of the intercollegiate debate squads.

In that the modern developments in transportation and communication are forever drawing the peoples of the world closer together and thereby intensifying the need for effective speaking, innumerable vocational opportunities will undoubtedly be provided in the future for all American students of speech.

Rollins College is resuming debate again this year after a lapse of several seasons. Professor W. B. Whittaker is in charge.

Prof. Paul D. Brandes of the Department of Speech of the University of Mississippi is taking a semester's leave beginning in January to work on his doctorate at the University of Wisconsin.

Mr. Leonard M. Davis, formerly of West Virginia University, is the new director of debate and speech contests at Alabama College.

Mississippi State College for Women, Columbus, is holding a Speech Tournament March 2-3. Events included are debate, extemporaneous speaking, interpretation and oratory.

# International Debating Aspirations in Japan

## NEWS FROM JAPAN

The most significant movement in the international field is the development of debating in the English language in Japan, under the leadership of Toshio Kanchi, formerly a student in the United States at the University of Southern California. The expressed motive and intention behind this movement is to prepare for international debates with the colleges of the United States on a similar basis to those now carried on with the colleges of Great Britain.

We present below an item from the Nippon News, the English Daily in Tokio.

### Debate Contest in English Set Inter-Collegiate Teams to Meet in Kyoritsu Auditorium

Interesting results can be expected in the first intercollegiate English language debating contest to be held at the Kyoritsu Auditorium, Kanda, Tokyo, this afternoon, judging from the fine showing made in the elimination contests held September 20, Toshio Kanchi, chairman of the event, declared Tuesday.

Mr. Kanchi expressed amazement at the progress which Japanese College students have made in the ability to speak and debate in English during the short space of five years after the war.

The semi-final and final English debating contests will be held today starting from 12:30 p.m. on the subject as to whether Japan should rearm in order to defend itself against possible invasion. In the semi-final contest, St. Paul's, Meiji, Waseda and Tokyo University of Commerce teams will vie for the finals, the former two groups taking an affirmative, and the latter two a negative position on the proposition.

Judges are Miss Ann Raff, Civil Historical Section, Dr. H. C. White, Natural Resources Section, Mr. F. L. Whittington, Chief of Price and Distribution Division of Economical Science Section, GHQ, SCAP.

The unique affair will be sponsored by the International Education and Culture Association and the

Asahi Shimbun. It is backed by the Foreign Office, Education Ministry, International Students Association of Japan and the Nippon Times.

Mr. Kanchi is publishing a book of rules for Japanese debating, which have been worked out to meet the situation of the 120 Japanese colleges associated in the movement, and the innumerable high schools interested. Mr. Kanchi also reports a growing interest in debate and public discussion on the part of the labor unions and other organizations interested in public affairs.

In the meantime Mr. Kanchi is translating for the use of debaters George Musgrave's Little Volume on Competitive Debate published by the H. W. Wilson Co. This translation is a direct move toward international debating for Japanese college students, along with the organization of debating in the English language in the colleges of Tokyo.

In leading such a movement, Mr. Kanchi has shown a courage and unusual vision that deserves every support American college debaters can give him. He has not asked for anything, but there is one thing which he would dearly love to have, and which we American debaters can give to help this movement. That is — the need of a big trophy cup which can be won annually and we, American debaters, can supply this need? Speech Activities has already started a fund for this purpose. Contributions, so far, are not large, but we have a beginning. It is up to you, American debaters, to meet this need—to accept this challenge—let us hear from you.

St. Mary's College, California, held a high school tournament Saturday, Feb. 4, directed by William J. Kernan. The tournament was sponsored by the St. Mary's Debate Society and included debate, oratory, impromptu speaking and dramatic declamation.

Murray State Teachers College has the largest debate squad this season it has had since the war. Public forum and non-decision debate are being featured.

# Department of College Oratory

"HITHERTO SHALT THOU COME  
... BUT NO FURTHER!"

By DEAN RICHARD PIC'L.

THROUGHOUT Holland, from Rotterdam to Utrecht, from Amsterdam to Kampen to Leeuwarden, stretch mile after mile of dyke, reaching forty feet above the level of high water, and protecting thirteen thousand square miles of fertile soil and free people. The sea gives up rich yields of herring and oyster, fishing of all kinds, and has provided transportation and irrigation. But the dykes have bid the water come no further, for beyond that point, life itself is placed -- jeopardy. Its power can sweep across fertile farms and turn them to barren marshes; through prosperous cities of gay people and leave them strewn with wreckage. The sea can be both servant and master. But the dykes now hold their place, saying, "hitherto shalt thou come, . . . but no further!"

It is a strange enigma in the ways of life that at times man must curb his own benefactor; that there is a point at which servitude ends and dominance sets in. And so are we faced today. We in this country have been proud of our judicial system. Proud of its rich yields of protected freedoms, wrought justice, guaranteed liberties, and its maxim of equality. But the American judiciary, too, can be both servant and master; and at times, the dykes of Constitutional limitations have not held firm. Their power has swept across cherished freedoms and turned them to worthless verbiage; their hand has touched guaranteed liberties and left them a mockery! I point an accusing finger at that page of our judicial history titled, "Procedure in Constructive Contempt." A page whose summary reads, "For having criticized a court decision: the defendant shall be forced to testify against himself in the absence of a jury; his accuser shall sit as judge, and upon conviction, he shall be denied the right of appeal." A page, certainly not written by the same hand that penned the Bill of Rights! This then is where the dykes have given way!

On that page one case stands out, being typical of them all. The de-

fendant was J. M. Shepherd, editor of the Warrensburg Standard Herald, and he stood before the bench of the Supreme Court of Missouri, in the month of July, 1903. But to understand this story it's necessary to begin in 1892, when Henry R. Oglesby, a brakeman in the employ of the Missouri Pacific Railway, was injured by the derailment of a train on the road of that company, for which he brought suit. Three times he received judgment of \$15,000 in lower courts, and three times the case was appealed by the railway until it found its way, by writ of certiorari, into the Supreme Court of Missouri in 1903, where the decision was reversed and right of appeal withheld. Then, on the 19th of June, J. M. Shepherd published in his paper, this article: "The Supreme Court, has, at the whipcrack of the Missouri Pacific Railroad, sold its soul to the corporation, and allowed Rube Oglesby to drag his wrecked frame through this life without even the pitiful remuneration of a few paltry dollars! Learned men of the law say that Rube Oglesby had the best damage suit against a corporation ever taken to the Supreme Court. . . . Along with his attorney, Mr. O. L. Houts, he made a strong fight for justice which he did not get.

"The quivering limb that Rube left beneath the rotten freight car on Independence Hill, and his blood that stained the right of way of the soulless corporation, have been buried beneath the wise and legal verbiage of a venal court; and the wheels of the Juggernaut will continue to grind out men's lives, and a crooked court will continue to refuse them and their relatives damages, until the time comes when Misourians, irrespective of politics, rise up in their might and slay at the Ballot Box, the corporation-bought law-makers of the state."

A subpoena was quickly issued by the court, calling Shepherd before it, accused not of libel, which calls for trial by jury, but faced with the charge of contempt.

I doubt if we can imagine the surprise and shock Shepherd must have felt upon being attached for contempt for his exercise of freedom

of the press. Now, that the court must have power to keep itself, and the parties concerned with the business before it while a case is pending, from insult and interference, I'm sure Shepherd would have agreed. But when the court should have turned its back upon accepted freedoms, and held unconstitutional a Missouri statute which guaranteed these freedoms, and then proceeded to be the judge in its own case, seemed just as flagrant taunting of the law to him as it should to us.

But here the despotism had only begun. The court with its few judges seemed strangely empty to Shepherd, to whom the 14th amendment with its guarantee of trial by jury has seemed to be more than words on paper. But he had been obviously mistaken, for there was no jury here. And when forced to testify against himself, the Bill of Rights came to have little meaning. Here, then, were seven judges, who, it was alleged, had been charged with corruption by the defendant; and he is asked to prove to the satisfaction of these same judges that the charges are true! Not much chance for J. Shepherd, editor of the Warrensburg Standard Herald; and conviction quickly followed. Missouri statute also set the fine for contempt at fifty dollars. The court simply declared it unconstitutional and set the fine at five hundred dollars.

In the short space of one trial the court had abolished freedom of speech and of the press, had denied the right of trial by jury, had compelled the defendant to testify against himself and had enacted an *ex post facto* law.

And the courts of Missouri do not stand alone. On that black page can also be found Pennsylvania, New York, Vermont, Massachusetts, Virginia, and many more. Nor was 1903 the only year to be so scarred. From this country's early history until now, and in every state, citizens have known a tyrannical court. 1950 has already added the courts of Baltimore, Maryland, and New York City. I plead, not for J. M. Shepherd, but for the hundreds of Americans like him, throughout the United States, who this very year

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# Remarks for the Good of the Order

## THE NEED FOR AN EMPHASIS ON SCIENTIFIC PROOF

When Galileo repented before the Court of the Inquisition and renounced his theory that the world revolved on an axis, it is said that those who were close to him heard him mutter as he rose from his knees, "Yet it still moves."

Galileo had begun with a hypothesis, and, by careful experimentation and gathering of data, had announced a theory which today has become a fact. The modern student of forensics can draw much from the example set by the Italian scientist of the Renaissance. For example, the 1950 debater should use the rhetorical canon of invention to formulate his hypothesis, and then, by careful study, he should gather his facts to support those hypotheses. Aristotle said in his *Rhetoric* that there are two types of proof, scientific and non-scientific, and that the former are those that existed beforehand and are not in any way the product of the speaker's art.

However, the contemporary debater is too often content with the non-scientific proofs (character, argument, and emotional persuasion) and ignores the rich data which would enforce his non-scientific proofs and make them feasible. A pooling of ignorance will not result in a gusher of intelligence, even though the water be colored by the dulcet color tones of "the true orator."

For example, in considering the present question for debate, Resolved: that the non-communist nations should form a new international organization, negative squads often propose the argument (non-scientific proof) that the proposals which Secretary of State Dean Acheson made this fall to the General Assembly will "solve" the defeats of the United Nations. If merely stated again and again, this argument is pure assertion. What will give real strength to that negative assertion are scientific proofs—testimony, historical precedent, statistical analyses, and the like. The assertion can never be completely proved, since it deals with the future. But a judge, jury, or audience is much more likely to believe that the Acheson proposals will solve the present defeats

in the United Nations if something more is offered in evidence of that assertion that the repeated insistence of a twenty year old college student.

A debater at the Southern Regional Tournament in 1950 made the following statement: "The United Nations has done nothing in the way of economic betterment." He made that statement simply because the opposition was pushing him with the achievements of the U. N., and it seemed wise to deny such achievements. The debater (a reasonably talented young man) could have recanted all of what he said during his debate and the world would have been none the poorer. He obviously was not acquainted with the United Nations and had not been motivated to explore the subject. If the college public speaker of 1950 is to be of sounding brass, and those who tinkle the cymbals at the tournaments are to be decorated and praised, then the opportunity for forensics in 1950 will have been lost.

Until scientific proofs achieve their rightful place in present forensic instruction, our public speakers will not be properly prepared and the rightful position of the field of speech will not be achieved.

## HITHER SHALT THOU COME

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will again face the sting of undyed judicial power.

Just as the people of Holland realize that, while the sea serves them well, its power must be dyked, so we too must realize that, while the courts of America have a long record of impartial service, there is a point at which they too must come no further.

There is probably no court which stands higher in the respect of the American people than the Supreme Court of the United States. Time and time again, beginning in 1873, this court has ruled that both itself and all other federal courts do not have jurisdiction in cases of criticism not committed in its immediate presence. These courts have been defiled, abused and libeled, and still they have not corrupted Constitutional guarantees of Liberty. Why then, must the courts of the

several states claim a tyrannical power, which the highest tribunal in the nation has denied to itself?

The people of this country in the past have recognized this problem and taken steps for its solution. But steps which the light of history has shown to be dismal failures. A light which penetrates the shadows and shows a problem yet unsolved!

Where then, and by what means, can a free people, while preserving the virtue of the court, rid themselves of its vice? A question which becomes of paramount importance when one knows what our courts have done. We've piled ordinance upon ordinance, statute upon statute, law upon law, and state courts, through judicial review have turned them to nothingness. What dyke then is beyond the power of the sea; what law beyond the power of the state court?

When the framers of our Constitution penned the sixth article in 1787, they laid the ground work, for it reads: "This Constitution, and the laws of the United States which shall be made in pursuance thereof . . . shall be the Supreme Law of the Land; and the judges in every state shall be bound thereby, anything in the Constitution or laws of any state to the contrary notwithstanding."

This, then, is the key. As our Constitution has been succeeded by 27 amendments, so it must be again, for the "judges in every state shall be bound thereby!" A law which once and for all would make criticism of the courts accountable for libel through trial by jury, but freeing it from the courts power in contempt. A law which specifically and in particular prohibits any court from abridging or amending American freedoms during its procedure. A law whose preamble would explain it to be declaratory of what the right should always have been. A law through which the people of this country say to the American judiciary . . .

. . . "hitherto shalt thou come . . . but no further!"

Baylor University, Waco, Texas, held its annual Debate Tournament February 2-3. Its high school tournament was held Feb. 16-17.

# Debate Techniques

Edited by MALCOLM SILLARS

## WHY NOT MEET THE ISSUES ?

Franklin R. Shirley  
Wake Forest College

Observation of debate practices has led me to conclude that there is much poor debating being done by those participating in the activity. Much of this inferior debating is caused by the failure of the debaters to meet the issues. This failure may involve faulty analysis, and thereby prevent basic issues from being presented, or most often it involves the deficiency of the debaters in adapting to the case and issues of their opponents. Because of my awareness of the value of debating in training students to think analytically, and because of the great need for leaders in the world who are equipped with this ability, I have become disturbed over the present laxity in proper debate training.

This problem was not of too much concern to me until recent years. I had always been of the opinion that poor debaters were in the minority. Closer observation, however, has led me to believe that there are far too many in this category. This conclusion was drawn from much experience in judging competitive debating, and from my experience as a director of a summer workshop for high school debaters.

In the workshop which I conducted last summer with the aid of the Beta Chapter of Pi Kappa Delta of Wake Forest College, the majority of the debaters knew nothing about issues or their responsibility in attacking those presented by their opponents. This was true in spite of the fact that most of those present had represented their high schools in competitive debating.

Of course, this is not an indictment of all debaters attending the workshop. Some of them were from high schools which had excellent debate and speech programs, and gave evidence of having received training in debate techniques. Those who had received no training in debate other than the experience of representing their respective schools in a tournament were ready to give up in despair when told that they should be prepared to debate at the end of the

workshop without the use of the manuscript and offered no opportunity for an attack on their opponents' case, and that without adapting to the issues presented by their opponents they will not be debating, most of them were willing to try what they considered a new method of debating.

Failure to meet the issues is not a weakness belonging to high school debaters alone. This fact was affirmed by some judging experiences of last season. Two young ladies from one college were upholding the negative case by presenting contentions growing out of the traditional stock issues: need, practicality, and desirability. Their delivery was excellent, and their contentions seemed to be adapted to those of their opponents who presented nothing different from that which one would expect from an average debater. In view of the debating done by the two teams, the decision was rendered in favor of the negative. The paradox of the decision was revealed a few weeks later when I was judging another negative team from the same college as that which the young ladies had represented earlier. The affirmative opponents in this debate were clever and original in their presentation, and had selected issues that mediocre teams were not apt to find in their analysis of the proposition. In spite of the excellent performance of this affirmative team, the negative team was not the least chagrined when it had nothing to present except the identical case as that which their colleagues had presented a few weeks earlier, and this case was not at all adapted to the affirmative case. Although, strictly speaking, the negative team had not actually debated, they felt that they had presented a commendable debate. These girls, like so many debaters, could not visualize more than stock arguments. They had never met the issues.

Why Not Meet the Issues? is a question that I have often asked or wanted to ask at the conclusion of a debate. The answers received confirm a belief that I have held for some time. The majority of the de-

baters who are weak in meeting issues will tell you that they have had no debate instruction, and were not aware that they were doing anything wrong. As a result of talks with debaters, I am fully convinced that much of their deficiency in debating is no fault of theirs. The responsibility rests on the debate director in most cases on the school or college administration for its failure to provide proper instruction in debate. Too many schools are being represented in debate competition by students who know nothing about debate techniques, but are selected to debate because their grades were high in History, English, or some other subject taught by a teacher who is always willing to do any task that no one else will do. Too many of our large universities are providing substantial budgets for the debate council to use in its debate activities, but give no opportunity for trained instruction to devote any real effort to the debaters.

Another reason that debaters fail to meet the issues is the lack on the part of the students of proper analysis of the opposition. The purpose of proper analysis is to find the issues, and it is the duty of each debate director to guide his students toward that goal.

By not guiding the students to prepare their own cases, the directors who write the manuscripts for the students to read or memorize preclude the students' ever being able to adapt their cases to attack the contentions of their opponents. These directors are more concerned with having their debaters deliver attractive speeches than with developing the thinking powers of the students. One could not expect a debater with this background to be very capable of adapting to his opponents' issues.

Students often do not acquire the ability to anticipate possible issues that may be presented by their opponents. Negative teams should be prepared to adapt to various affirmative cases by having considered all of the possible issues that an af-

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SPEECH ACTIVITIES

# Technically Speaking

## THE CONCEPTS OF FORENSIC BY SEYMOUR VINOCUR

THE main purpose of this paper is to trace the concept of forensic speaking as developed by the Greek and Roman rhetorical classicists. A secondary purpose will be to place that described concept side-by-side with the contemporary view and compare them.

The Attic orators were the real pioneers in refining the techniques for use in forensic speaking; they included Antiphon, Andocides, Isocrates, Lysias and Issaeus.<sup>1</sup> The Attic orators were responsible for moulding a high-type of prose and preceded actual treatises on the subject of forensics; in other words, their performance preceded the rules of the art. Antiphon was known as the representative of a very austere and dignified style of expression. Since his style was too stately for forensic oratory, other orators attempted to find a more flexible technique.<sup>2</sup> In 411 B.C. he played a large part in promoting the overthrow of the democratic system in Athens and the following year was executed for treason. Lysias introduced a plainer style and Andocides (c.440-c.390 B.C.), a man of good family, became involved in the proceedings following the mutilation of statues of Hermes in 415 B.C.; returning from an enforced exile, he sharpened his forensic ability attempting to regain his civil rights.<sup>3</sup> Isocrates spent about ten years in writing forensic speeches for clients in the law courts. In his later life, however, this phase of his oratorical activity was renounced by him. Isaeus supposedly represents a period of transition from forensic to deliberative address. Jebb indicated that Isaeus became "the first advocate who was at once morally persuasive and logically powerful, without either entrancing by the grace of his ethical charm or constraining by imperious brilliancy of his art."<sup>4</sup> In this distinction between "morally persuasive" style which is supposed to be the main element of deliberative

address and "logically powerful," the main element of forensic address, there gradually grew up not only two separate forms of address but the persuasion-conviction dichotomy of more recent times.

According to Jebb, deliberative oratory did not enjoy as rich a development as, nor independence of, forensic oratory. In the first place the Greeks were of the opinion that the earliest rules of rhetoric could be applied "with more precision and more effort in a speech for the law courts than a speech for the ecclesia,"<sup>5</sup> because it was believed that in forensic speaking the subject is fully and accurately known by the speaker in advance. In the second place, the law courts called for the utmost clarity of division obtainable by uniform methods. Finally, according to the Greek view, the citizen was at once general and statesman and had no time to aspire to artistic oratory; and besides, with the exception of the issues involved and the crisis over Phillip of Macedonia, and the restoration of Athens to leadership in the Naval League, there were no real burning issues of a public nature outside of the law courts upon which to speak.

Plato looked with suspicion upon the use of rhetoric in forensic situations because he believed that if a man has committed injustice he ought to of his own accord betake himself to a court of law and have himself purged by punishment. He urged the guilty one to be "the first accuser of himself."<sup>6</sup> In order that he not go free and perpetrate the "greatest of evils, injustice."<sup>7</sup> He argued also that rhetoric was of no forensic use because it is not a protection against suffering wrong, since doing wrong is a greater evil than suffering wrong. What is more, there is no evidence ascertainable that Plato sought to differentiate speaking in functional categories.

The first real division of speaking is presumed to have originated with Aristotle's *Rhetorica*; it is interesting to note that his works emphasize de-

liberative speaking more than other types. Previously the writers on rhetoric had treated chiefly courtroom oratory. Aristotle sought to explain this by saying that forensic oratory had offered more inducements to deal in non-essentials such as appeals to the feelings of the judges; furthermore, he said that political oratory "admits less of malicious sophistry than judicial pleading and is more widely interesting."<sup>8</sup> Aristotle divided rhetoric into three divisions which were determined by the three classes of listeners to speeches.<sup>9</sup> The three divisions of oratory, according to Aristotle, are the political, the forensic, and the ceremonial.<sup>10</sup> Aristotle said that in forensic speaking, one either attacks or defends someone and that one or the other of these two things must always be done by party in a case.<sup>11</sup> The forensic orator is concerned with the past while the political orator is concerned with the future and the ceremonial orator is concerned with the present.<sup>12</sup> The end of forensic oratory is likewise distinguishable from political and ceremonial in that parties in a law case aim at establishing the justice or injustice of some action.

According to Aristotle, the forensic speaker is concerned with wrong doing—its motives, perpetrators, and its victims.<sup>13</sup> Aristotle defined "wrongdoing" as "injury voluntarily inflicted according to law."<sup>14</sup> The seven causes of human action along these lines are listed as chance, nature, compulsion, habit, reasoning, anger, and appetite.<sup>15</sup> Aristotle also pointed out that both the example and the enthymeme were common forms of proof in any of the three forms of oratory. However, the number and nature of materials which were deemed proper by him for the construction of syllogisms for either the defense or accusation consisted of three main ones: (1) "the nature and number of the objects of crime. (2) the disposition of criminals, and

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<sup>1</sup>Esther Thonssen, A. Craig Baird, *Speech Criticism*, The Ronald Press Company, New York, 1948, p. 21.

<sup>2</sup>Ibid., p. 42.

<sup>3</sup>C. M. Bowra, *Ancient Greek Literature*, Oxford Univ. Press, London, 1948, pp. 197-8.

<sup>4</sup>R. C. Jebb, *The Attic Orators*, London, 1893, p. 311. Book II.

<sup>5</sup>Ibid., Book I, Chap. 3, lines 1-2.

<sup>6</sup>Ibid., line 8-10b. (The W. Rhys Roberts translation.)

<sup>7</sup>Ibid., line 11-12b.

<sup>8</sup>Ibid., line 14-15.

<sup>9</sup>Ibid., Book I, Chap. 10.

<sup>10</sup>Ibid., line 9-10.

<sup>11</sup>Ibid., line 5b-8b.

<sup>12</sup>Ibid., line 5b-8b.

<sup>13</sup>Ibid., line 5b-8b.

<sup>14</sup>Ibid., line 5b-8b.

<sup>15</sup>Ibid., line 5b-8b.

<sup>16</sup>Ibid., line 5b-8b.

<sup>17</sup>Ibid., line 5b-8b.

<sup>18</sup>Ibid., line 5b-8b.

<sup>19</sup>Ibid., line 5b-8b.

<sup>20</sup>Ibid., line 5b-8b.

<sup>21</sup>Ibid., line 5b-8b.

<sup>22</sup>Ibid., line 5b-8b.

<sup>23</sup>Ibid., line 5b-8b.

<sup>24</sup>Ibid., line 5b-8b.

<sup>25</sup>Ibid., line 5b-8b.

<sup>26</sup>Ibid., line 5b-8b.

<sup>27</sup>Ibid., line 5b-8b.

<sup>28</sup>Ibid., line 5b-8b.

<sup>29</sup>Ibid., line 5b-8b.

<sup>30</sup>Ibid., line 5b-8b.

<sup>31</sup>Ibid., line 5b-8b.

<sup>32</sup>Ibid., line 5b-8b.

<sup>33</sup>Ibid., line 5b-8b.

<sup>34</sup>Ibid., line 5b-8b.

<sup>35</sup>Ibid., line 5b-8b.

<sup>36</sup>Ibid., line 5b-8b.

<sup>37</sup>Ibid., line 5b-8b.

<sup>38</sup>Ibid., line 5b-8b.

<sup>39</sup>Ibid., line 5b-8b.

<sup>40</sup>Ibid., line 5b-8b.

<sup>41</sup>Ibid., line 5b-8b.

<sup>42</sup>Ibid., line 5b-8b.

<sup>43</sup>Ibid., line 5b-8b.

<sup>44</sup>Ibid., line 5b-8b.

<sup>45</sup>Ibid., line 5b-8b.

<sup>46</sup>Ibid., line 5b-8b.

<sup>47</sup>Ibid., line 5b-8b.

<sup>48</sup>Ibid., line 5b-8b.

<sup>49</sup>Ibid., line 5b-8b.

<sup>50</sup>Ibid., line 5b-8b.

<sup>51</sup>Ibid., line 5b-8b.

<sup>52</sup>Ibid., line 5b-8b.

<sup>53</sup>Ibid., line 5b-8b.

<sup>54</sup>Ibid., line 5b-8b.

<sup>55</sup>Ibid., line 5b-8b.

<sup>56</sup>Ibid., line 5b-8b.

<sup>57</sup>Ibid., line 5b-8b.

<sup>58</sup>Ibid., line 5b-8b.

<sup>59</sup>Ibid., line 5b-8b.

<sup>60</sup>Ibid., line 5b-8b.

<sup>61</sup>Ibid., line 5b-8b.

<sup>62</sup>Ibid., line 5b-8b.

<sup>63</sup>Ibid., line 5b-8b.

<sup>64</sup>Ibid., line 5b-8b.

<sup>65</sup>Ibid., line 5b-8b.

<sup>66</sup>Ibid., line 5b-8b.

<sup>67</sup>Ibid., line 5b-8b.

<sup>68</sup>Ibid., line 5b-8b.

<sup>69</sup>Ibid., line 5b-8b.

<sup>70</sup>Ibid., line 5b-8b.

<sup>71</sup>Ibid., line 5b-8b.

<sup>72</sup>Ibid., line 5b-8b.

<sup>73</sup>Ibid., line 5b-8b.

<sup>74</sup>Ibid., line 5b-8b.

<sup>75</sup>Ibid., line 5b-8b.

<sup>76</sup>Ibid., line 5b-8b.

<sup>77</sup>Ibid., line 5b-8b.

<sup>78</sup>Ibid., line 5b-8b.

<sup>79</sup>Ibid., line 5b-8b.

<sup>80</sup>Ibid., line 5b-8b.

<sup>81</sup>Ibid., line 5b-8b.

<sup>82</sup>Ibid., line 5b-8b.

<sup>83</sup>Ibid., line 5b-8b.

<sup>84</sup>Ibid., line 5b-8b.

<sup>85</sup>Ibid., line 5b-8b.

<sup>86</sup>Ibid., line 5b-8b.

<sup>87</sup>Ibid., line 5b-8b.

<sup>88</sup>Ibid., line 5b-8b.

<sup>89</sup>Ibid., line 5b-8b.

<sup>90</sup>Ibid., line 5b-8b.

<sup>91</sup>Ibid., line 5b-8b.

<sup>92</sup>Ibid., line 5b-8b.

<sup>93</sup>Ibid., line 5b-8b.

<sup>94</sup>Ibid., line 5b-8b.

<sup>95</sup>Ibid., line 5b-8b.

<sup>96</sup>Ibid., line 5b-8b.

<sup>97</sup>Ibid., line 5b-8b.

<sup>98</sup>Ibid., line 5b-8b.

<sup>99</sup>Ibid., line 5b-8b.

<sup>100</sup>Ibid., line 5b-8b.

<sup>101</sup>Ibid., line 5b-8b.

<sup>102</sup>Ibid., line 5b-8b.

<sup>103</sup>Ibid., line 5b-8b.

<sup>104</sup>Ibid., line 5b-8b.

<sup>105</sup>Ibid., line 5b-8b.

<sup>106</sup>Ibid., line 5b-8b.

<sup>107</sup>Ibid., line 5b-8b.

<sup>108</sup>Ibid., line 5b-8b.

<sup>109</sup>Ibid., line 5b-8b.

<sup>110</sup>Ibid., line 5b-8b.

<sup>111</sup>Ibid., line 5b-8b.

<sup>112</sup>Ibid., line 5b-8b.

<sup>113</sup>Ibid., line 5b-8b.

<sup>114</sup>Ibid., line 5b-8b.

<sup>115</sup>Ibid., line 5b-8b.

<sup>116</sup>Ibid., line 5b-8b.

<sup>117</sup>Ibid., line 5b-8b.

<sup>118</sup>Ibid., line 5b-8b.

<sup>119</sup>Ibid., line 5b-8b.

<sup>120</sup>Ibid., line 5b-8b.

<sup>121</sup>Ibid., line 5b-8b.

<sup>122</sup>Ibid., line 5b-8b.

<sup>123</sup>Ibid., line 5b-8b.

<sup>124</sup>Ibid., line 5b-8b.

<sup>125</sup>Ibid., line 5b-8b.

<sup>126</sup>Ibid., line 5b-8b.

<sup>127</sup>Ibid., line 5b-8b.

<sup>128</sup>Ibid., line 5b-8b.

<sup>129</sup>Ibid., line 5b-8b.

<sup>130</sup>Ibid., line 5b-8b.

<sup>131</sup>Ibid., line 5b-8b.

<sup>132</sup>Ibid., line 5b-8b.

<sup>133</sup>Ibid., line 5b-8b.

<sup>134</sup>Ibid., line 5b-8b.

<sup>135</sup>Ibid., line 5b-8b.

<sup>136</sup>Ibid., line 5b-8b.

<sup>137</sup>Ibid., line 5b-8b.

<sup>138</sup>Ibid., line 5b-8b.

<sup>139</sup>Ibid., line 5b-8b.

<sup>140</sup>Ibid., line 5b-8b.

<sup>141</sup>Ibid., line 5b-8b.

<sup>142</sup>Ibid., line 5b-8b.

<sup>143</sup>Ibid., line 5b-8b.

<sup>144</sup>Ibid., line 5b-8b.

<sup>145</sup>Ibid., line 5b-8b.

<sup>146</sup>Ibid., line 5b-8b.

<sup>147</sup>Ibid., line 5b-8b.

<sup>148</sup>Ibid., line 5b-8b.

<sup>149</sup>Ibid., line 5b-8b.

<sup>150</sup>Ibid., line 5b-8b.

<sup>151</sup>Ibid., line 5b-8b.

<sup>152</sup>Ibid., line 5b-8b.

<sup>153</sup>Ibid., line 5b-8b.

<sup>154</sup>Ibid., line 5b-8b.

<sup>155</sup>Ibid., line 5b-8b.

<sup>156</sup>Ibid., line 5b-8b.

<sup>157</sup>Ibid., line 5b-8b.

<sup>158</sup>Ibid., line 5b-8b.

<sup>159</sup>Ibid., line 5b-8b.

<sup>160</sup>Ibid., line 5b-8b.

<sup>161</sup>Ibid., line 5b-8b.

<sup>162</sup>Ibid., line 5b-8b.

<sup>163</sup>Ibid., line 5b-8b.

<sup>164</sup>Ibid., line 5b-8b.

<sup>165</sup>Ibid., line 5b-8b.

<sup>166</sup>Ibid., line 5b-8b.

<sup>167</sup>Ibid., line 5b-8b.

<sup>168</sup>Ibid., line 5b-8b.

<sup>169</sup>Ibid., line 5b-8b.

<sup>170</sup>Ibid., line 5b-8b.

<sup>171</sup>Ibid., line 5b-8b.

<sup>172</sup>Ibid., line 5b-8b.

<sup>173</sup>Ibid., line 5b-8b.

<sup>174</sup>Ibid., line 5b-8b.

<sup>175</sup>Ibid., line 5b-8b.

<sup>176</sup>Ibid., line 5b-8b.

<sup>177</sup>Ibid., line 5b-8b.

<sup>178</sup>Ibid., line 5b-8b.

<sup>179</sup>Ibid., line 5b-8b.

<sup>180</sup>Ibid., line 5b-8b.

<sup>181</sup>Ibid., line 5b-8b.

<sup>182</sup>Ibid., line 5b-8b.

<sup>183</sup>Ibid., line 5b-8b.

<sup>184</sup>Ibid., line 5b-8b.

<sup>185</sup>Ibid., line 5b-8b.

<sup>186</sup>Ibid., line 5b-8b.

<sup>187</sup>Ibid., line 5b-8b.

<sup>188</sup>Ibid., line 5b-8b.

<sup>189</sup>Ibid., line 5b-8b.

<sup>190</sup>Ibid., line 5b-8b.

<sup>191</sup>Ibid., line 5b-8b.

<sup>192</sup>Ibid., line 5b-8b.

<sup>193</sup>Ibid., line 5b-8b.

<sup>194</sup>Ibid., line 5b-8b.

<sup>195</sup>Ibid., line 5b-8b.

<sup>196</sup>Ibid., line 5b-8b.

<sup>197</sup>Ibid., line 5b-8b.

<sup>198</sup>Ibid., line 5b-8b.

<sup>199</sup>Ibid., line 5b-8b.

<sup>200</sup>Ibid., line 5b-8b.

<sup>201</sup>Ibid., line 5b-8b.

<sup>202</sup>Ibid., line 5b-8b.

<sup>203</sup>Ibid., line 5b-8b.

<sup>204</sup>Ibid., line 5b-8b.

<sup>205</sup>Ibid., line 5b-8b.

<sup>206</sup>Ibid., line 5b-8b.

<sup>207</sup>Ibid., line 5b-8b.

<sup>208</sup>Ibid., line 5b

# Special Feature Division

Presenting Boston University



**Dr. Harold C. Case, President-Elect of Boston University**

ISING along the banks of the historic Charles River is a quarter mile of solid collegiate gothic facade that is the new campus of Boston University. Fifth largest of the nation's universities, having over 32,000 students in sixteen schools and colleges, Boston University was founded in 1839. In the early days of the University its va-

rious departments were housed in different parts of the city. In recent years an intensive building program has seen two-thirds of the student population located on the new campus.

#### **Presidents Were Debaters**

The great driving force behind the educational and physical growth of the University has been Dr. Daniel

L. Marsh, who on February 1 of this year completed twenty-five years as President of the University. On his resignation from that office he was promoted by the Trustees to the position of Chancellor. During his long tenure in office President Marsh, a former debater himself, has been a great and good friend of the debating teams.



Interior Daniel L. Marsh Chapel, Boston University

The tradition of a former debater as President of the University was maintained when the Trustees announced the selection of Dr. Harold C. Case as Dr. Marsh's successor. Dr. Case was the senior member of the Baker University team that won a national tournament at Southwestern University.

#### Debating Started Early

Debating was one of the earliest activities at the University. The first recorded debate took place in 1896. There may have been others earlier, but this was one of the first inter-collegiate debates and it was surrounded by collegiate intrigue.

Bates was the visiting team, and the debate was held in historic Faneuil Hall, with the Lt. Governor of Massachusetts presiding as chairman. For some reason, lost in antiquity, the President of Bates, in granting permission to his team to travel to Boston, decreed that evening clothes were not to be worn. This presidential edict was violated, for old pictures show both teams solemnly attired in full evening dress.

Those days of infrequent debates are recalled with nostalgia by old time debaters who view with amazement the streamlined organization that is the debating teams of today, which last season chalked up 163 debates, recorded 74% victories in its varsity encounters and met

teams from almost every state in the union.

Although debates were infrequent and victories none too common in the early days, they were enough to stir up a demand for an all-University team. President Murlin was in favor of such a move and the debating societies which had existed earlier were replaced in 1923 by an all-University team.

With the new status and with the coaching of Mr. James W. Gib-

len the team won its first debate with M.I.T. on the question of government ownership of the coal mines, and followed with wins over Dartmouth, Massachusetts State and Maine. The only defeat that season was sustained at the hands of Williams.

#### Sneath Shaped Program

The beginning of the growth of the debating teams from the status of just one more activity on campus to its present important position as one of the most active and successful of the teams working for the University began in 1926 when Dr. George M. Sneath was appointed Director of Debate.

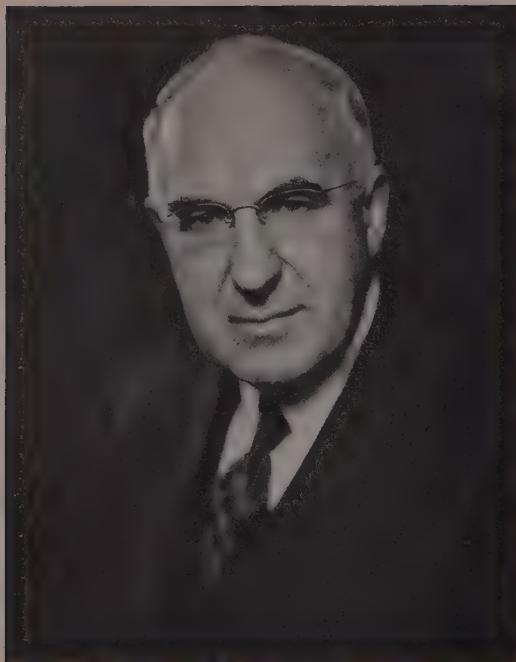
It was he who gave shape and purpose to the organization and began the long program of building which brought the team to its present status.

The year 1936 was one of decision and crisis for debating. Mr. Giblen had resigned to devote his full time to his business activities. Left without a coach debating had come under criticism at home and from other colleges because it was not clearly tied to the University.

President Marsh appointed Dr. Sneath and a committee of deans and trustees to investigate the matter. It was decided to bring debating directly under full faculty control and to give it the status of a varsity team. Dr. Sneath was named



Interior, Daniel L. Marsh Chapel



**Dr. Daniel L. Marsh, President of Boston University**

director and Mr. John Perkins was appointed coach.

Under this new organization debating flourished and the team attracted wide public attention by being one of the first teams to travel by airplane and by making radio broadcasts.

#### **Freely Expanded Program**

One of the ablest of the debaters under Dr. Sneath's guidance was Prof. Austin J. Freeley, who in four years of varsity debating was undefeated in over 200 debates. He was named Man of the Year by his graduating class. President Marsh and Dr. Sneath appointed him University Coach of Debate before he graduated, and the next fall he launched a program of expansion and development which is still growing. Under his leadership the teams first passed the 100 debates a year mark, while still maintaining their record of long standing of winning at least 70% of their debates a year. The teams first engaged in tournament competition and added to the program the Annual Boston University Invitational Scholastic Debate Tournament. Interscholastic debating was resumed after a long lapse

with three British teams visiting the campus within two years with Boston retaining its record of 100% victories in international debating.

The close co-operation of these two men—Dr. Sneath and Prof. Freeley, together with the loyal devotion and skillful work of successive generations of debaters makes possible the team as it exists today.

#### **Debating Proves Value**

The debating teams at Boston University are an all-University activity. The debaters come from every undergraduate department of the University. It is the aim of those who conduct the debating program to provide for the current debaters an opportunity to acquire skills, techniques, knowledge and abilities which stand them in good stead in later life. Every now and then a former debater will write to the Director or Coach reporting some new achievement in his business or professional career and generously gives much of the credit to his debate experience. Repeatedly the expression recurs, "debating was the most valuable thing I did in college."

For students interested in majoring in Speech, the University offers



**A Familiar Campus Scene**

an extensive program through the School of Public Relations and Communications. Prof. Freeley has contributed to the program built by Dean Howard M. Le Sourd and Prof. Samuel B. Gould of providing professional training in Speech, Radio, Theatre and Television.

#### **Large Scale Program**

Debating at the University is geared to a large number of debates with a large number of colleges. While the debating team maintains cordial relations with the many colleges in the Greater Boston area and those in New England, the program is not provincial. Each season the teams travel extensively for debates and tournaments in many parts of the country. Teams from almost every state in the nation have visited Boston within the last year or two. Any team, from a large college to a small one, is made welcome at Boston, and the debating teams will visit any campus within reach of the budget where keen competition is promised.

#### **Annual Tournament**

One of the high points of every season is the annual tournament at Boston. This year thirty teams gathered for the Fifth Annual event. It is a highly competitive two-man-team tournament with six rounds for all teams and semi-finals for the four top teams. This year an ex tempore contest was added to the program. The quality of debate is unusually high, the competition very strong, and the winning team not only receives the glittering trophies, but the knowledge that it has been

through some of the finest debating to be found anywhere. Winners of the tournament have been: Boston, Yale, George Washington, Notre Dame, and the University of Pennsylvania.

The University is mobilized for the tournament. Every member of the debating teams serves in some capacity on one of the various committees necessary to the smooth functioning of the event. In addition the student council of each school and college as well as the various all-University social organizations join to support the social program planned with the tournament. An all-University dance, the Forensic Informal, is presented, the prettiest co-eds are chosen as Valentine Princesses and act as hostesses for the event. The tournament banquet is attended by the President and many of the deans and a distinguished speaker; this year Senator Henry Cabot Lodge, Jr., addressed the visitors.

In the spring a similar tournament, although without the elaborate social program, is presented for Eastern secondary schools in order to help stimulate interest in debate.

#### Public Service Program

In addition to a number of radio debates and debates before various school and civic groups, for which there is a constant demand, the debating team presents as a public service the **On Timely Topics**



**Professor Freeley and two of his debaters, Russell Maddleton and Malcolm Arth.**

program each month at the invitation of the Boston Public Library in the Lecture Hall of the Main Library. There are debates and discussions on various current questions before an audience that may include devotees of almost unknown fragmentary political parties, strong partisans of any current ideology, high powered public relations men who fly up from New York to watch public reaction, distinguished political figures who come to ask a question or two to see what ques-

tions the public is asking, and just plain citizens. It provides the most stimulating audience possible.

For fifty-five years the Boston University debating teams have provided a well rounded and intensive training for University debaters. With characteristic vigor the teams plan to surpass all previous records in the years ahead.

Iowa State College at Ames has won two tournaments this season, one in Iowa and one in Illinois.



**PROFESSOR HUSTIN J. FREELEY**  
Debate Coach at Boston University



**DR. GEORGE M. SNEATH,**  
Director of Debate; former Coach



Conducting the Tournament  
at Boston University.

# Along the Debating News Front

Lt. Col. Walter E. Brinker has succeeded Lt. Col. Johnson as Director of debate at West Point. He has sent out the preliminary announcements. The regular debate topic for colleges will be used. The dates are April 19-21, '51. Thirty-two colleges from eight districts in the U.S. will be invited, and the West Point team and last year's champion of the tournament will make the thirty-third and fourth teams in the 1951 meet. The teams to attend are selected by coaches committees in the various eight districts. Teams desirous of attending should submit their records to the various committee members in their districts. If you do not know who this committee is: Write to the West Point Debate Council and they will give you the proper information. The West Point Cadets are anxious to get the best teams in the country to attend their tournament but they leave the selection of the teams to local coaches and directors of de-

bate. Cadet Aaron Sherman is the West Point Tournament Chairman.

The District No. 1 West Point Tournament Committee has chosen teams from Southern California and the University of Redlands for two of its four representatives: Teams from Utah, San Diego, Santa Barbara, University of California at Los Angeles, and the Pepperdine College are in line for consideration for the other two places and the two alternate positions.

The annual Linfield College Tournaments are being held February 22-24 and March 1-3. The first is high school and the second college competition. This is one of the oldest tournaments on the Pacific Coast and annually draws a large number of teams and contestants. It is directed by R. D. Mahaffey, Dept. of Speech, Linfield College.

The Westcoast annual Pi Kappa Delta Meet will be held at Pasadena, California, with Pasadena College and Pasadena City College as

hosts. This tournament alternates between Northern and Southern California. The dates this season are: March 15-17. Paul W. Smith of Pasadena City College will direct this tournament.

Among the California Colleges planning to attend the biennial National Convention of Pi Kappa Delta at Stillwater are the following: San Diego State, Pepperdine College, California Institute of Technology, College of the Pacific, and the University of Redlands. UCLA has difficulties with its three-day trip rule.

Upton S. Palmer has taken over the duties of debate director at Santa Barbara State College, formerly exercised by Miss Evelyn Kenesson. Miss Kenesson was hostess at the Bowling Green, Ohio, National Convention of Pi Kappa Delta. The host for this event this season at Stillwater, Oklahoma, is Harry H. Anderson.

Ronald Reid, member of the Pepperdine College team which attended the West Point Tournament last April, is coach of debate at the University of New Mexico this season.

The California State High School Debate and Speech Championship contests will be held at Fresno State College May 19, with J. Fred McGrew as host, and the College of the Pacific, the University of Redlands, The Northern and Southern NFL districts as the four sponsors.

Tom Houston, Director of Debate at Southeastern State College, Durant, Okla., is holding a warm-up tournament March 23-24 for the teams which will assemble at Stillwater for the Pi Kappa Delta National March 25. The occasion is the annual Forensic Savage Meet. A large number of entries is expected to take advantage of this opportunity.

Pi Kappa Delta announces four new chapters in its January Forensic: Wisconsin Zeta at Eau Claire State Teachers College; Minnesota Theta at St. Mary's College, Winona, Minn.; Oklahoma Mu, Southwestern State College, Weatherford, Okla.; and North Carolina Epsilon, Appalachian State Teachers College, Boone.



Hail to the Winner! Yes, he was a  
Tournament debater at Boston University!

# Editorial and Comment

## ARE YOU DOING YOUR PART?

Are you doing your part? Or are you one of those individuals who says, "It's all right," "It's going to be taken care of," "It's going to be rescinded?"

Let's be alert! Don't take the recommendation of the NCA lightly! It is an insult to our intelligence, our profession and our integrity.

We as a professional group of individuals must stand up for our rights and the rights of our schools. If we do not do our part in preventing this recommendation from becoming law, we will be partly responsible for the limiting of the mental individuality and freedom of youth of America.

At the N.E.A. convention in St. Louis, July 3-7, Andrew D. Holt, secretary of the Tennessee Educational Association and president of the national organization, said: "There have come into being certain groups whose primary purpose apparently is to weaken the public schools, at least to arouse public doubt concerning the value of their program. These groups have lambasted us for failing to teach the three R's; for giving too many vocational courses, or too few vocational courses; for over-emphasizing athletics, or for under-emphasizing athletics. Their main purpose seems to be to discredit our school purposes—whatever they may be."

Harold Benjamin, dean of the College of Education, University of Maryland and chairman of the National Commission for the Defense of Democracy Through Education, followed President Holt with a more detailed account of criticism leveled at the schools. Dr. Benjamin said: "The enemy is trying our line with a number of local probing raids, attempting to find out where we are weak or strong, testing his methods of attack, recruiting and training his forces, building up his stock piles, filling his war chest, and organizing his propaganda units."

The recommendations of the NCA have emanated from the same type of Marxism philosophy which strives to keep all citizens of a state on a common level, and to restrict the thought of the state's subjects to the pattern outlined by those

dominating the liberties of the people.

Not only speech people but all people in America should be definitely aroused to the threats to freedom of thought and individual thinking which are set forth in these recommendations. More and more we see authority in education being placed in the self-assumed super-intellectual or in governmental agencies. Many educators say that more latitude should be given to social planners to allocate the type of training to the vocational and professional needs of the country, with less attention to the cultural and mental avenues of advancement. Such a program would limit the principle of freedom of choice characteristic of the American way. It is a long step toward the educational methods which produced the authoritarian states controlled by Hitler and Stalin.

Let us be vigilant to defend our most precious responsibility, that of maintaining the atmosphere of freedom in which coming generations may develop the heritage that has been given them, a land of liberty and a free government of that land.

\*From The Rostrum of N. F. L., Dec. 1950.

## POLITICIANS ARE DUMB—SORTA

The Editor of Speech Activities is not a politician, and never has been one since college fraternity days. Living in a small city in California, he is quite remote from the center of things, and doesn't know what the big boys are talking about. However, once in a long while he gets a stimulation of some kind toward a political thought. This happened to him recently on the trip to New York City to the Speech Association Convention held Dec. 27-30. While there Senator Mundt, well known in Speech circles and usually at the National Convention, took seven of us speech pedagogues over to the American headquarters of the U.N. and later on a visit of inspection to the new United Nations building, just now beginning to be occupied. It was a grand experience.

There was one thing about it, this afternoon playing hookey from the Convention, that really impress-

ed me—a poor ordinary citizen. And that was: the hour we had with Warren R. Austin, our chief delegate to the United Nations. Of course I was absorbing things it was valuable for a Coach of debate on this year's college subject to know—but that was not what really impressed me.

The genial, affable former Senator from Vermont—Warren R. Austin—was what really impressed me. Friends, and fellow countrymen, he is really a big man! And when I say that I mean that I would be willing to vote for Mr. Austin for President of the United States tomorrow, or any time one of our dumb-cluck political parties discovers him and gives him the nomination.

Why do I say this after an hour's conference with this man who represents our country in the only organization we have that has any chance to keep the world at peace? Well, I guess it is for two reasons. The first is an ordinary one you will expect and know already. He is successfully leading and keeping in line 53 diverse nations that would probably quarrel over a lot of minor things if he didn't manage to keep them centered on the main thing—the evil designs of Communism, which they all fear and hate.

The number two reason—you will never guess it—I was surprised, for I have never seen the like in the office of any politician or public official, and I have been in several of them. Opposite the desk where Mr. Austin sits, taking the prominent position on the wall, is a large painting of Jesus of Nazareth. That seized my attention immediately. It gave me the key to Warren Austin—the man is a Christian gentleman. It gave me the secret of his success as a leader of nations. I understood when he said the Pakistan delegates met and talked to him on a spiritual plane. One of our men said: "Why, they are Moslems." "That makes no difference," said Mr. Austin. "They think in spiritual terms."

Before we left Mr. Austin referred to a chart behind us and implied that I had been looking at it when we entered his office. I did not tell him that I had been looking at the

portrait of the Saviour of the world—not at any old man-made chart. I did not tell him what I had been really thinking. I did not tell him what I thought of the grasp of world affairs he had been revealing to a Senator and seven humble citizens. I did not tell him how utterly sick and tired I had been growing of Billingsgate and S.O.B.'s thrown about in high places. All any of us did was to thank him for his courtesy to us and the time he gave us so cheerfully and generously. We had experienced a real uplift, for we had been given ample cause to look up to a fellow American who has been doing a magnificent job!

No, I am not a politician. Neither is Mr. Ausin. He is a statesman. If my little magazine had the necessary power and influence—I would like to nominate Mr. Austin for President of the United States, for I maintain that any man who can affect me like that in an hour's interview, is some man—a great man—who deserves more from his fellow countrymen than he is receiving!

Why can't somebody wake up the somnambulists on some of our big city newspapers and magazines? They did it for Wendell Willkie. No, I'm not a politician, but I kinda wish I was. For, down inside I love my country, and I want to see it ably led! It is my belief that Warren R. Austin could do the job! It wouldn't make any difference to me which party nominated him—I'd vote for him! And them's my sentiments, friends, subscribers, and fellow teachers!

A recent publicity release from the H. W. Wilson Co. contains this significant remark: 'A recent estimate shows that the percentage of college debaters winning recognition in **Who's Who in America** is five times as great as the percentage of college graduates without debate training.' The Ohio State News Letter comments upon this statement: 'Since a rather small percent of college graduates have debate training the statement seems significant. While it may not prove that debate training aids in achieving **Who's Who in America**, it would indicate that those who have succeeded anyway, have chosen to debate when in college.'

# It's the Little Things That Count

Edited by MALCOLM SILLARS

In this section we will be concerned with those things which are so often considered unimportant. Many debaters fail to realize that these little things can make or break their debating. In many debates it is difficult to establish the real weakness. Clear decisions are not easily rendered because the debaters become confused by minor weaknesses. Sometimes we get so tied up in our major arguments that we fail to realize that the judge we are speaking to is human. The debater, as any public speaker, must realize that his audience is hearing his ideas for the first time and as such, should be clearly notified as to his arguments. With this in mind, let's look at one of the little things and see if you can find ways of making your debating clearer and more deadly with less words.

In this issue I would like to discuss definitions. Most of us take these for granted. "Just one of the formalities of debate," I have heard some people say. But definition is one of the most important things in any debate. This "formality" is the basis for the remainder of the debates.

The first speaker of the affirmative should examine the question and decide on fair definitions in the light of the question. Sure, I know, you can find a dictionary which defines Welfare as "a blessing" and state as "a class or order." This gives you the Welfare State, in the high school question, as a blessed order. The example is exaggerated, I know, but I have seen debaters who go down past 5 preferred definitions and come up with something that the negative is not prepared for. When your judge hears this, he reacts as any audience would. He loses confidence in the whole case because the affirmative has not been fair in the small "formality" of definition. Definitions should be adapted to the major question of concern. They are not truly the sole property of the affirmative, but are part of the introduction to the debate as a whole.

The first negative speaker should accept or reject the definitions of

terms. If he cannot accept them he should make it quite clear in what way he does not agree, but should not labor the point. Don't ride the first affirmative. He may look at the question in the same light as you but be using different words. Make it clear that you disagree and on what points you disagree. Then your objection has been registered but you have not wasted your time.

The second affirmative speaker should be prepared to clear up the whole matter in his speech. If the first negative accepts the definitions there is no problem. If the first negative objects, the second affirmative should be prepared to clear up the difference. If it is at all possible he should find some basis for agreement. Don't feel that you have the only possible definition. If the negative's objection is within the realm of your beliefs and does not pose a serious problem, accept the negative graciously. No judge will hold this against you. After all, you don't have to disagree with everything the negative says. If the first negative says nothing about the definition point out that since they have said nothing, it is to be assumed that the definitions are acceptable. This is your right. If the negative does not agree, it is up to them to say so in their first speech. All you need then is one short statement to end the question of definitions once and for all. You are ready to go ahead with the main problems of the debate.

Definitions are essential and should be clearly and fairly stated. They should be accepted or rejected in the first negative speech. The second affirmative should clear up the whole matter by ending the disagreement or making it clear that the two teams are agreed. Let's clear up this little matter and spare the poor judge.

The "Debate Techniques" section of **Speech Activities** is for the high school or college debater. In each issue we will have a major article by some high school or college coach and a discussion on one of the little problems that face so many debaters. Any debater should feel

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# Department of Discussion

Edited by WAYNE N. THOMPSON

## WHITHER DISCUSSION? OR WILL DISCUSSION WITHER?

P. Merville Larson

Texas Technological College

WHAT service is being rendered by discussion as either a speech activity or an academic discipline in our high schools and colleges today? An informal survey of student reactions on both levels and observation of current practices lead to the conclusion that not all subversive activities are Communistic in nature. The objective of discussion's ancient counterpart, dialectic; the search for all available truth, although possibly a laudable motive, does not seem to be the guiding star for a substantial number of students participating in extra-curricular discussion events. The reaction of many is illustrated by the plaint of a high school student participating in a progression which included both discussion and debate, "When do we debate?"

Nor is this viewpoint limited to students. As a former member of the national committee for selecting the debate and discussion subjects, the writer often receives requests for the statement of the debate proposition from forensics directors. Whether these are by letter or in person they invariably ask for the debate proposition and never for both the debate and discussion topics. The millennium will probably have arrived before anyone is concerned with only the discussion problem.

This attitude is similarly reflected in the current debate proposition, the formation of a non-Communist international organization. The very question implies the futility of U.N. discussion and further emphasizes the polarized and divisive approach to problems. Might this area not have been more fruitfully explored through such a question as, "How can conflicting ideologies be resolved to the end that world peace may be achieved?" May this not be a multi-sided problem, rather than one of two sides only? If world peace is to be sought at the conference table rather than through armed conflict, may it be wise to emphasize a bit more the confer-

ence approach in even such minor matters as selecting the problems used in extra-curricular forensics?

In student legislative assemblies, the committee hearings and discussions seem more interested in drawing up controversial bills than in working toward agreement. In selecting participants for forensic meets, the prevailing tendency seems to be to select "winning" debaters and then say, "Now, Tom and Dick, you take part in the discussion event." Or, having made the selection of debaters, "Are there any of you who would like to discuss? We ought to have a representative in that event." Since debaters are trained to work from conclusions rather than toward them and since a polarized pattern of thinking is prevalent and useful in debate, the discussion events often become mere exchanges of opposite opinions that generate much heat but shed little light on the pathway to whatever truth might be available.

On the curricular side the picture is a bit brighter, for scores of institutions offer courses in discussion methods and techniques. An examination of course descriptions and syllabi, however, shows that often the emphasis is on training the student to be a skilled advocate. There seems to be little emphasis on achieving agreement through cooperative, reflective deliberation by the group. It is evident in many cases that skill in intentional reasoning is more highly prized than ability in objectively seeking and presenting the truth (as nearly as it can be discovered).

In some current textbooks, discussion is presented as another incidental service for training the contest debater. One has no quarrel with its value for this purpose, but it is unfortunate that it should be relegated to such an insignificant function. Let it be noted, on the other hand, that an increasing number of textbooks are presenting a functional and more appropriate relationship of discussion and debate.

The ways and means of improvement can be suggested but not elaborated in this brief treatment of the problem. Correction of the limited, inadequate, or incomplete ap-



WAYNE N. THOMPSON

proach will not be achieved by waving a wand. The removal of "blinders" from the eyes of teachers and students alike will be required, and this step will have to be followed by training and practice in the skills of both discussion and debate. Removal of the "blinders" may be accomplished in part by the reading of such books as Bruno Lasker's *Democracy Through Discussion*, Aristotle's *De Topica*, McBurney and Hance's *Discussion in Public Affairs*, Ewbank and Auer's *Discussion and Debate: Tools of a Democracy*, and Fansler's *Creative Power Through Discussion*, to name a few which suggest or imply the **totality** rather than the **duality** of the discussion-debate process. It will, however, require the close application of the prayer-book admonition to "read and inwardly digest." The teacher responsible for either the curricular or extra-curricular program must measure both his teaching and the activities in which his students engage against this "totality" yardstick. Achievement of the objective in the curricular area seems more possible than it does in extra-curricular activities operating in the present atmosphere of intercollegiate and interscholastic forensics.

A few notable examples stand out like beacon lights in the maze and multiplicity of tournaments, meets, conferences and other kinds of forensic activities. One is the Ohio Conference on Public Affairs, which, if observation and examination of description and practice are accurate, achieves, with considerable success, the **total** pattern of democracy in action. The general plan is that of a legislative assembly. Committee hearings, which are on various phases of the major problem of the conference, bring out testimony by students and experts in the field. The latter, who act as consultants, are questioned at committee sessions. Ultimately each committee drafts what it considers the best possible legislation on its phase of the problem. During this first step both discussion and debate are vital tools, and later parliamentary debate occurs on the floor of the assembly. To be sure, there is some horseplay and there are **mock** assembly tactics, but in the main one has observed a seriousness of purpose and fidelity to the best practices that warrants calling the Ohio Conference a **model**, or ideal, assembly.

With a similar objective, but somewhat differently organized, the Forensic Progression is used in the Rocky Mountain Speech Conference. Originated by Dr. Elwood Murray, the Progression makes use of John Dewey's basic problem-solving sequence. In a functional manner, discussion, debate, and public speaking are woven together into a complete pattern. The normal procedure of a legislative body, a community group gathered to solve a local problem, or a business conference is plainly evident in the overall organization of the progression. To be sure, discussion may be used in one "round" and debate in another, but the two are functionally related. This should be clearly distinguished from the altogether too common practice of having discussion and debate on separate subjects, running simultaneously, and "never the twain shall meet."

For the past several years at sporadic intervals, a worthy proposal has been before the high school and college committees on the selection of subjects for debate. The suggestion is that a problem area be selected sometime before September, (Turn to Page 31)

## TAU KAPPA ALPHA RECORD

(Continued from Page 7)

Mercer University—Georgia State High School Debate Tournament.

University of Mississippi—Ole Miss High School Debate Workshop, January 13, 1951; Department of Speech Intramural Speech Festival, February 20, 21, 22.

Montana State University—Northwest TKA Intercollegiate Speech Tournament.

Murray State College—Murray State High School Debate Workshop.

University of New Hampshire—The U.N.H. Inter-House All Campus Debate, December 7, 1950; High School Debate Workshop, January 6, 1951.

Purdue University—Third Annual Purdue Invitational Forensic Conference, January 12-13.

Rhode Island State College—Model Congress for High Schools; Model Congress for Colleges and Universities.

Rutgers University—New Jersey State Debate Tournament.

St. Cloud State Teachers College—Teachers College Tournament, January 19 and 20.

University of South Dakota—South Dakota—South Dakota University Discussion Conference, November 3 and 4; Oral Reading Clinic for High Schools, November 11; University of South Dakota Oratorical Contests; University of South Dakota Extemporaneous Speaking Contest; University of South Dakota Debate Tournament; University of South Dakota Discussion Contest.

Southern Methodist University—Intercollegiate Debate Tournament.

Vanderbilt University—Freshman Debate Tournament.

University of Vermont—Fifth Annual Invitational Debate Tournament.

Willamette University—High School Invitational Tournament, March 9 and 10, 1951.

William and Mary—Fifth Annual Marshall-Wythe Debate Tournament.

### Summary

Six of the seven regions of Tau Kappa Alpha now have district conferences; in 1946, only one such regional conference was held. Over two hundred and fifty students from forty-two institutions registered for the Tau Kappa Alpha National Conference, held on the campus of the University of Kentucky, March 9-11,

1950; the March, 1949, issue of **The Speaker** reported that thirty-one chapters were present at the 1949 convention held on the campus of Purdue University March 31 to April 2, and that over two hundred representatives registered. These statistics themselves show the progress TKA is making on a national scale to promote forensic activity by holding conferences, congresses, workshops, and tournaments.

## WHY NOT MEET THE ISSUES?

(Continued from Page 18)

affirmative team might find in their analysis of the proposition. By adapting to the affirmative's contentions I do not mean to suggest that the negative team must discard its own contentions. It is the privilege of a negative team to disagree with the analysis of the affirmative, but the negative must show reason for disagreement. Affirmative teams may help force the opponents to meet the issues by stressing them and making them stand out during the entire debate.

Much of the difficulty that students have in meeting issues may be attributed to lack of knowledge. All debaters should read widely on all phases of the subjects involved in the proposition.

Debaters may sometimes be hampered in meeting the issues because they do not have the proper information available at the time it is needed. This difficulty can be remedied through the development of a systematic method of recording materials for each individual debater.

Novices are often of the opinion that they should not attack the issues of their opponents until the rebuttal. It is well for debaters to begin refutation with the first negative speaker. The sooner a clash on issues is attained, the more interesting and profitable will the debating experience be.

Why Not Meet the Issues? will become an outmoded question for debate critics to ask of debaters when debaters are properly trained in the debate techniques. This training should be done by a director of debate who is equipped for his specific task. Through this training the debater should concentrate on learning (1) to analyze the proposition, (2) to anticipate possible issues, (3) to read widely, (4) to sys-

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# High School Debate Handbook

Edited by HUGO E. HELLMAN, Marquette University

## THE HIGH SCHOOL SUBJECT

### Report of the Committee on Debate Materials and Interstate Cooperation

TO: Representatives of the N.U.E.A., Directors of State Debate Leagues and Others Active in Interscholastic Debating:

The Committee on Debate Materials and Interstate Cooperation of the National University Extension Association held its annual meeting in New York, December 27 and 28, 1950, in connection with the annual convention of the Speech Association of America. The cooperation of this Association and the Hotel Commodore in arranging for suitable meeting places was everything that could be desired, and for this our Committee is most grateful. The participation and leadership of the cooperating state debate leagues and others interested in high school debating made the New York meeting outstanding in every respect. The interest was high. The members of the NUEA Committee felt definitely that the purposes for which the Committee was created to serve were fully met.

Approval was given to the preparation of the **Debate Handbook** for 1951-52. It will consist of two volumes, and will again be prepared by Professor Bower Aly, Editor and member of the Committee.

Three possible debate topics were finally selected and turned over to the Wording Committee. The report of this Committee is herewith attached, giving all the three topics (with explanations) to be voted on by representatives of all the debate leagues throughout the nation.

The deadline for mailing is set for **March 1, 1951. This is the final date for mailing your ballot.** You are urged to get in touch with those who are to participate in making the choice of topic. You can readily understand the importance, indeed the necessity of getting the choice of topic in the hands of the Editor of the **Debate Handbook** as soon as possible so that he can proceed with its preparation.

**Each ballot must be marked 1st, 2nd, and 3rd choice. This is important.** No ballot may be counted unless all three choices are indicated.

**SPRING, 1951**

Ballots to be considered must be postmarked on or before March 1, 1951.

Debate topics to be voted on are:

1. **RESOLVED:** That all American citizens should be subject to conscription for essential service in time of war.

**Explanation:** The conference and the Wording Committee arrived at this proposition as a timely statement involving questions of labor which many people wish to see debated next year and questions of national emergency which it was thought ought to be debated. In conference and committee the following decisions were reached:

(A) The term "All American Citizens" rather than "All Persons" should be used so as to avoid what might become a second debate on the problem of requiring alien residents of this country to serve in a service of conscription. It was felt that the proposition as worded does not exclude the possibility of conscripting aliens for service but does not require it to be debated.

(B) The term "essential service" was left for interpretation on the grounds it would require a book to define, and that essential service might vary during the course of war. The principle of conscription is thought to be the main issue.

(C) The term "in time of war" was thought the most difficult one. We are now at war with Germany and Japan whom we are not fighting, but we are fighting China and North Korea with whom we are not at war. Furthermore, we are not fighting nor are we at war with our real enemy, Russia. This anomaly will require careful statement in the analysis and interpretation of the proposition. The anomaly is somewhat reduced by the phrase "be subject to."

2. **RESOLVED:** That the National Administration should be defeated in the coming election.

**Explanation:** The Wording Committee discussed a number of alternate changes in the above wording, but this one was finally accepted substantially as it came from the conference. The Committee believes that this is an excellent question unless perchance there are many areas



HUGO E. HELLMAN

in which the question would be undebatable in the schools. The Committee is inclined to believe that debating the proposition should not be objectionable and is not likely to be even less objectionable a year hence when many people will be debating the question. As to terms:

(A) "The National Administration" means the Democratic Administration in Washington that is now in effective management of the Federal Government.

(B) "Should be defeated" means that some other party should be placed in effective management of the Federal Government. It does not mean that the defeat must be total so that every present Senator and Representative will be defeated.

(C) "In the coming election" means the national election of 1952.

3. **RESOLVED:** That the Atlantic Pact Nations should form a Federal Union.

**Explanation:** The foregoing proposition is submitted as perhaps the most effective statement of a foreign policy statement at the present juncture. It was understood at the conference and committee that the proposition does not necessarily involve a disruption of the United Nations. As to terms:

(A) "Atlantic Pact Nations" means the signatories at any given moment to the Atlantic Pact. It does

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# Book Reviews

Edited by EGBERT RAY NICHOLS, Jr.

## THE ENJOYMENT OF DRAMA

Milton Marx. F. S. Crofts and Co.  
New York, 1940. 24 pp.

**The Enjoyment of Drama**, a handbook in which the essentials of an enlightened enjoyment of the theatre are simply but adequately expressed, fills an important gap in writings about the theatre. The book, now in its second printing, is for the layman or the student, not the scholar. Mr. Marx does not attempt to add to the theory of the art. His purpose is to give the theatre meaning for those who, although they like it, do not know why. He is content to accept the traditional attitudes toward the fleeting moment of pleasure that is comedy and the sensation of purification which elevates tragedy.

The first chapter emphasizes uniquely the characteristics which distinguish the novel from the play, an effect achieved by placing a synopsis of the novel, *Ethan Frome*, parallel to the drama version. In his chapter entitled "Literary Movements and Reality in Drama," he provides instruction to relieve the minds of students floundering in vague terminology, confused by the connotations of such terms as "realism," "naturalism," "expressionism," etc. His final chapter, "How to Judge a Play," provides an excellent summary of the book and, within the confines of a vest pocket, the information needed for critical evaluation of a play.

This book is particularly suited to the undergraduate drama student, the community theatre, or the club study group in need of an approach to drama.

## DEFENSE OF WESTERN EUROPE

Compiled by Walter M. Daniels.  
The Reference Shelf, vol. 22, No. 5.  
The H. W. Wilson Co., New York.  
1950. 242 pp.

Debaters studying the current college question should find excellent material in vol. 22, No. 5 of the Reference Shelf. Walter M. Daniels of the New York Times, in editing this handbook, has collected articles on the many aspects of defending Europe, a factor important in the consideration of a non-com-

munist international organization. Selections are included on the North Atlantic Pact, The Treaty in Operation, Whom Shall We Defend? The Cost of Rearming, Strategy under the Pact, Measures of Economic Defense, Words and Ideas as Weapons, and Proposals for Political Union.

Contributors to this volume include Dwight D. Eisenhower, Trygve Lie, Dean G. Acheson, Harry S. Truman, Ernest E. Lindley, Hanson W. Baldwin, James Reston, Bernard Baruch, and Winston B. Churchill.

Vol. 22, No. 5 upholds in an excellent manner the traditional quality of the Reference Shelf.

## TEACHING SPEECH IN THE SECONDARY SCHOOL

Karl F. Robinson. Longmans, Green and Co.,  
New York, 1951. 438 pp.

Karl F. Robinson's new text should be welcomed not only by high school teachers of speech, but by those in charge of college courses designed to teach the teacher. The book should be commended on the completeness with which it handles the teacher's job and on its excellent portrayal of methods in their relationships to goals. The book is designed for the high school teacher, not the student. Its effort is to cover all the phases of speech communication, whether transmitted by voice alone, or voice aided by mechanical means, whether by the technique of drama, or by the method of debate and public discussion.

The relationship of the teacher to his students, his administrators, his community, his equipment, form the first part of the book. Course planning and methods of teaching the essentials of bodily action, voice, language, speech construction, and listening comprise the second part. The third section of the book is devoted to familiarizing the teacher with the specialized speech activities; debate, drama, radio, chorale speaking, etc.

The insight which is leading some administrators to view the school as an environment for individual emotional adjustment rather than merely an assembly line for adding



EGBERT RAY NICHOLS, Jr.

an allotted number of specific parts to the child's educational chassis should provide the environment in which such a book should thrive. In less alert school systems the book will have to go forth as a pioneer.

## UNIVERSITY DEBATERS' ANNUAL 1949-1950

Edited by Ruth Ulman. The H. W. Wilson Co., New York, 1950. 355 pp.

The "Annual" for 1948-1950 presents transcriptions of debates and bibliography on ten subjects of current interest including A Marshall Plan for the Orient, Nationalizing Basic Industries, The Brannan Plan, A National Medical Program, Repeal of the Taft-Hartley Law, Strikes in Public Utilities, Ownership of Tidelands, and Communists as Teachers. As usual, the debates are presented in their entirety, prefaced by briefs for both affirmative and negative.

Two novel departures from tradition are included in the volume. One is the television program on the subject of Wiretapping presented over WBAL-TV by students of the Johns Hopkins Debating Council. The camera shots of wiretapping were used as the interest-building factor to prepare for the discussion to follow.

At Albion College a discussion

in the form of a committee hearing was held and is reported in full text. The formal procedure of hearing and questioning witnesses was used. As the procedure was devoted to information, no deliberative discussion followed.

WEST POINT TOURNAMENT DEBATES. Nichols Publishing House, 814 Campus Ave., Redlands, Calif. 1947-50. Vol. 1. Edited by E. R. Nichols.

This book attempts to retrieve what can be saved from the early years of the West Point Tournament, when records of the final debates were not preserved. The efforts of the editor to get the first debate in 1947 failed. One-half of the debate in 1948 of the West Point final was preserved and contributed by the University of Florida—the other half was unobtainable—at least no one was interested enough to write an answer to letters. The 1949 debate is the first to begin what we hope will be a long line of final debates. Both Alabama and Baylor cooperated and sent in their manuscripts.

With a view to publication, the editor took his tape recorder to West Point and recorded all of the final four rounds, thus getting one each of the four topics or complementary statements used last year. West Point contributed a debate from the eight preliminary rounds which they had recorded on a set of discs.

West Point also cooperated on the illustrations by furnishing engravings. It is their custom to take pictures now of each team as they arrive for the tournament. They are sure then to have the winners ready for publicity when the tournament is over. This book is the first book of debates to be illustrated with pictures of the debaters and of the tournament. It is hoped that this feature will be developed in future volumes.

The idea is to publish seven debates—three from the preliminary eight rounds, and four from the final rounds in all future volumes. This should give for the future an excellent record of the one truly national tournament. Except for occasional slips or accidents, the best teams of the country appear at West Point. To keep a fairly representative record of each tournament from now on will be the object of this series.

## HIGH SCHOOL HANDBOOK

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not refer to the original sponsors of the Atlantic Pact.

(B) "Federal Union" means a central government of limited powers substantially as advocated by Clarence K. Streit.

Each high school concerned in this selection of next year's debate subject should send its vote to its state debate director. Speech Activities plans to announce the new high school debate propositions in its next issue.

## THE LITTLE THINGS COUNT

(Continued from Page 25)

free to write the editor about problems of debate techniques. Questions which cannot be used in the magazine will be answered personally. Address all letters to:

MALCOLM SILLARS,  
Department of English and Speech,  
Iowa State College,  
Ames, Iowa.

## MEET THE ISSUES

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tematically record materials, and (5) to begin reputation early in the debate. The debater who concentrates on these things can be assured that his "debating" will become debating in fact and not merely a presentation of "canned" speeches.

## CONCEPTS OF FORENSIC

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(3) the character and condition of the victims."<sup>16</sup> He makes no specific mention of what we now call criminal tendencies; and his division of "extrinsic proofs," i.e., of legal evidence (laws, witnesses, contracts, tortures, the oath) is for the modern lawyer neither scientific nor significant.<sup>17</sup> Yet it would be a mistake to ascribe an emphasis on probabilities as a tool of disputation to him.<sup>18</sup>

In discussing style, Aristotle pointed out that "the forensic style . . . is more finished, especially when addressed to a single judge."<sup>19</sup> He felt that the single judge was least susceptible to rhetorical influence since he takes

<sup>16</sup>Ibid., Chap. 3, lines 3-6.

<sup>17</sup>Bowra, op. cit., p. 17.

<sup>18</sup>Cf., Bowra, Chap. 6-7.

<sup>19</sup>Ibid., Book III, Chap. 2.

more comprehensive view of what is not so likely to be prejudiced in his judgment. Interestingly enough, Aristotle advocated a separate kind of narration for attacking and still another kind of narrative style for defending in the forensic situation.<sup>20</sup> Aristotle's treatment of forensics, in brief, was not only basic but also extensive.

While Cicero's most important book on rhetorical theory was *De Oratore*, Cicero's alleged *Rhetorica ad Herennium*<sup>21</sup> is sometimes asserted to have preceded the former and represents the more broad divisions of the subject at an earlier date. In Book I of Cicero's *Rhetorica* the parts of rhetoric are first divided into the kinds of oratory and are named demonstrative, deliberative and judicial.<sup>22</sup> Book II of it treats invention as it relates to judicial speaking. In *De Oratore* this same division is described in Book II which treats mainly of invention and disposition with particular emphasis upon these concepts in relation to judicial oratory. The only thing particularly original about Cicero's contribution to the concept of forensic oratory was that he said that forensic oratory is really the most difficult kind of oratory.<sup>23</sup> It is also of interest to note, that Cicero used the term judicial speaking interchangeably with forensic oratory.

Along this line, it should be noted that Quintillian in Chapter 9 of his *Institutes of Oratory* likewise used the term "iudiciale" (judicial oratory) interchangeably with forensic speaking.<sup>24</sup> Quintillian had nothing to add to Aristotle's comprehensive outlining on the subject of forensic speaking. And even the interchange of the words "judicial" and "forensic" may be due to just translators' whims. Quintillian's attempt to identify "controversiae" with forensic speaking and "suasoriae" with deliberative speaking does give some additional overtones to the categories.<sup>25</sup> Seneca also used this latter method of further definition.<sup>26</sup>

In summary, in the earliest Greek days most of the speaking done was

<sup>20</sup>Ibid., Book III, Chap. 16.

<sup>21</sup>Cf., J. W. H. Atkins, *Literary Criticism in Antiquity*, 1934, London, p. 16, Vol. II.

<sup>22</sup>Thonissen and Baird, op. cit., p. 77.

<sup>23</sup>Cicero, *De Oratore*, Trans. J. S. Watson, Para. 39-73.

<sup>24</sup>Charles Sears Baldwin, *Ancient Rhetoric and Poetic*, Macmillan Company, 1924, p. 64.

<sup>25</sup>Ibid., pp. 71-73.

<sup>26</sup>Ibid., pp. 87-91.

forensic speaking until its gradual decline because of the emphasis of the Sophists and because of the rise of important public issues. Plato is remembered for his attack upon the value of forensic speaking. And Aristotle was the rhetorician who most ably and comprehensively discussed the subject. Cicero, while holding forensic oratory in higher esteem than did Aristotle, did not have too much original material to add to the field. Quintillian (as well as Cicero) had little to add to the field of forensic oratory, but also interchanged the terms judicial and forensic, and with Seneca, identified "controversiae" with "forensics."

Let us now compare the traditional rhetorical account of forensics with our current understanding of the terms. Both Webster and Funk and Wagnall define it as "pertaining to courts of justice, . . . relating to or used in legal proceedings." Hence "forensic medicine" is a branch of medicine involved in jurisprudential proceedings and judicial indications. The word "forensic" comes from the Latin **Forensis**, meaning "of the forum." The Oxford Dictionary erroneously gives the earliest appearance date of the term as 1659 and cites usage by Swift and Dickens; as an adjective, forensics is said to pertain to, be "connected with or used in courts of law, suitable or analogous to pleadings in court"; as a substantive it is used in the United States to refer to "a speech or **written thesis**" (SIC!) maintaining one side or the other of a given question." This latter connotation seems to be closer to the classicists' definition of **deliberative** speaking than to **forensic** speaking. The common usage of the term "forensics" today refers to "debate, discussion, oratory, or some type of public speaking" and not at all to judicial or even "moot court" speaking.

So it would appear that the popular employment of the term by persons in the field of "forensic" speech are adhering strictly neither to the traditional classical concepts nor the formal dictionary explanations nor the legal profession's understanding of "forensics."

An investigation of the reasons for and the circumstances surround-

ing the growth of this misusage might indeed prove interesting. But such a survey is not the province of this paper; it might well be a project for future research.

The Ohio State High School Debate and Speech Contests were held February 24 at the state university, Columbus. The Ohio Speech League has ten districts. Also it has two halves, the East and West.

#### WHY CONTESTS IN MUSIC?

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as the school band, drum corps, cheering sections, and other demonstrations at games.

Many administrators will be considering how practical it is to abandon contests in music, art and speech. Perhaps there is a direct relationship between practicability and curriculum development. In some schools in which the faculty and administration have been dealing with curriculum changes, particularly with respect to the general education program, contests in these fields have been eliminated. They have been eliminated because more acceptable means of encouraging students to participate in these activities have been put into practice.

Most certainly elimination of present practices should be brought about through careful study of needs and means of meeting needs of students. Merely eliminating music contests, for instance, will not necessarily improve the music program. Proper emphasis upon the kind of music program needed will, on the other hand, improve the program.

Faculties and administrators must first set forth the purposes of music, art and speech in a democracy, then provide a program of education that will best realize those purposes.

#### WHITHER DISCUSSION?

(Continued from Page 27)

perhaps as early as midsummer, and that interscholastic and inter-collegiate forensic conferences be held to evolve the many possible solutions. Then, at the Speech Association of America Convention, the committee would consider the solutions most widely used, and from these, or modifications thereof, select a debate proposition. By way of applying the functional relation-

ship to more formal public speaking, extemporaneous speaking or oratory, these events might give each student an opportunity to present what he personally believed to be the most desirable solution to the problem and how he might contribute to its achievement.

Such a procedure, and events like the Ohio State University Conference, may well light the way to a more realistic forensic pattern. Thus may more people come to realize the basic function of discussion and to use it in its appropriate setting. If and when such realization and practice comes to pass, discussion will not wither on the vine, but instead both discussion and debate will flourish as they justly deserve.

The Rocky Mountain Speech Conference, which includes both a college and a high school forensic meet, was held at the University of Denver February 15-17, 1951. This was the 20th annual conference; its general theme was the quest for freedom. The forensic tournament was on the regular college and high school national subjects. Prof. E. E. Bradley was in charge of the college events and Prof. Chase Winfrey of the high school meet. The following events were included: discussion, debate, Newscasting, Oratory, Interpretation, After Dinner speaking, and Public Speaking.

The biennial convention of Pi Kappa Delta will be held at Oklahoma A & M Chapter in Stillwater, Oklahoma, March 25-29.

The annual Tau Alpha National Conference will be held at Lincoln Memorial University, Harrogate, Tennessee, March 15-17. Tau Kappa Alpha held a banquet at Rossoff's Restaurant December 28 during the New York Speech Convention.

Randolph Macon College reports debating the English team November 20, 1950, on the subject, Resolved that the United Nations is a good international debating Society, but a poor pattern for world government.

Nine fraternities and six sororities at Wittenberg College will compete in an intramural debate tournament sponsored by Tau Alpha Kappa and will compete for a silver loving cup presented by the honor society.

#### SPEECH ACTIVITIES

<sup>27</sup>Italics mine.

<sup>28</sup>Art. III, Sec. I, Constitution of the American Can Forensic Association, adopted by 90 founding members—all "forensic directors". Chicago, December, 1949.

# American Forensic Association Notes

## THE AMERICAN FORENSIC ASSOCIATION AT THE NEW YORK CONVENTION

No, we did not make a great big stir. Our program meeting was not largely attended, but believe me, it was loyally and devotedly attended. We were supposed to meet from 7 p.m. to 8:15 p.m., and do you know—it was almost eleven o'clock when we adjourned, and only a few left previous to that hour.

Most of the time we discussed and talked forensics, not merely its finances. We threshed over the N.C.A. affair. We talked about the future of forensics, and in our group from the point of view of personnel—we stretched from coast to coast, and from Canada to Mexico—and we were definitely agreed—the A.F.A. had arrived in time to do something in the educational world. And it is going to do it!

President Hellman is making great plans for the A.F.A. part of the Central States Convention at Milwaukee. At the Chicago Convention next Christmas vacation we hope to get into action with a view to bigger things. Unity, organization, action—these are the big words for us to heed!

### Report to the Members by President Hugo E. Hellman of the Meetings at the New York Convention

The American Forensic Association held two sessions in New York in connection with the S.A.A. Conference. The first or business session was held on Wednesday, December 27, at 7 p.m. The second or Forensics Policies Session was held on Friday evening, December 29, at 7 p.m.

### Business Session

This session was devoted to organization, finance, and progress of the order. The first matter was the acceptance of the financial report of Secretary-Treasurer E. R. Nichols. The report indicated a balance in the National Treasury of \$151.61.

A report on organization in the Southern section was read and the progress noted and commended.

Austin Freeley of the National Council reported on the progress in the Eastern section and here, too, excellent progress was noted with high commendation. No report was

available for the progress of organization in the mid-west area, but definite plans were reported for action in this direction to be taken at the C.S.S.A. Conference in Milwaukee in April.

The next matter on the agenda was the consideration of action on the N.C.A. report. In view of the fact that the national officers had been advised that specific action was in progress in this matter by the S.A.A., which would only be complicated or hindered by action by other groups, it was decided to defer action for the present in this area.

Instead of direct action on the N.C.A. report it was the consensus of opinion of the meeting that indirect and perhaps more effective action might be taken by the Association on the positive side through the development of a comprehensive national public relations program for forensics. It was felt that since debate had tended to move out of high school auditoria and away from public assemblies into tournament classrooms, this activity had lost many of its supporters and friends and its true values were today little understood by most people outside the field. Professor Austin Freeley of Boston was appointed to head up a committee, national in scope, to draw up a program for building the public relations of debate.

### Debate Policies Session

The debate policies session began with the presentation of a comprehensive report on the financing of forensics, presented by Paul Carmack of Ohio University. The report is a detailed picture of the state of affairs in forensics in the nation, and after it had been discussed at length it was agreed that the report would be made available to members of the Association everywhere who would write either to Professor Carmack or to the National Office.

Professor Hale Aarnes of Stevens College presented a report on Television and Forensics involving some succinct and pointed observations on the implications of this new medium for debate, discussion and public speaking generally.

Professor E. R. Nichols of the Uni-

versity of Redlands presented the results of his investigation into the basis of a debate decision. His report provoked a lengthy discussion to the conclusion that there is a great deal to be done by the Association in the matter of establishing uniformity in debate criticism.

The report of the Committee on Relations with the S.A.A. was presented to the National Council by President Hellman. The recommendation that the American Forensic Association be made a fully recognized affiliate was held up when it was discovered that the Constitution of the S.A.A. did not precisely define affiliation. The matter was referred to a committee for clarification. Pending action the Council extended to the American Forensic Association best wishes for its continued success and an invitation to meet with it in National Convention until the matter is settled.

### Secretary's Report

As you will remember, at the last meeting of the Council in Chicago last December, a committee was appointed to cooperate with the American Forensic Association during this calendar year and make a report to the National Council in New York City this December. We submit herewith that report.

### The American Forensic Association

Numbers 143 members

Gain since last December in membership, 53

Amount in Treasury December 1, 1950, \$152.61

Three of five Regions now organized: The New England and East; The South, The Far West. Still to organize: The Rocky Mountain and Plains; The Central.

Officers for 1950:

Prof. Hugo Hellman, Marquette Univ., President

Prof. Wayne C. Eubank, Univ. of New Mexico, Vice President

Prof. Egbert Ray Nichols, Univ. of Redlands, Secretary-Treasurer

District Chairmen and National Council:

Annabelle Dunham Haygood, Univ. of Alabama, The South

Dr. Alan Nichols, Univ. of So. California, The West

Prof. Thorrel B. Fest, Univ. of Colorado, The Rocky Mt. and Plains

Prof. J. Jeffrey Auer, Oberlin College, The Central States

Prof. Austin J. Freeley, Boston Univ., The Eastern States and New England

Prof. Paul D. Brandes appointed Publicity Chairman, serving during present year.

#### Purpose of the Organization

The purpose of the organization was to associate together the men and women who are doing the directing of debate and speech activities and events in American colleges and high schools. It was felt that such an organization would tend to the formation of nationwide ideals, standards, and practices, and that the many problems arising could best be met by an organized group willing to accept the responsibilities demanded by the speech activities situation.

Since the organization of the AFA, serious problems have arisen that can best be handled by the organization of directors and coaches of speech events and activities, and many other considerations have arisen in which the aid of such an organization would be welcome and desirable.

#### What the Organization is Asking For

The organization would like to ask that it be recognized officially by the SAA as an affiliated and associated organization; that it be permitted to hold its conventions at the same time that the SAA meets in annual convention; that it be given business and sectional meetings on the regular program; that the supervision and cooperative actions that SAA has given to the forensic activities in the past be largely vested in the AFA from now on as the logical organization to deal with them; that the AFA be given memberships on the National Council as other affiliated organizations now are.

We the committee, after careful survey of the need for this new organization in the field of forensic activities, and in view of the fact that practically all of its members are already members of the SAA, recommend that this new organization be recognized as an affiliate of the SAA, entitled to the same rights and privileges as other affiliated organizations are, and be officially granted a place among the related

## News Notes and Personals

The Delta Sigma Rho Fifth Congress and annual Convention will be held at the Congress Hotel, Chicago, Ill., April 12-14. Each chapter is limited to four student delegates.

Delta Sigma Rho reports a total of 346 new members in 1950.

Miss Patricia Wiggins, who represented Indiana in the Interstate Oratorical for Women at Northwestern University last April, won a scholarship for foreign study, and is this year in Paris, France. She will return to Earlham College next year for her senior year.

NYU at Washington Square, New York, plans about 160 debates for this season, and will attend tournaments at Vermont, Boston, Brooklyn, and Hofstra College.

South Dakota University announces a strenuous forensic year including tournaments at University of Iowa in December; University of Colorado in November; Sioux Falls Tournament in January; Morningside College Tournament in Sioux City and University of Nebraska Speech Conference in February; The State Forensics Meet at Mitchell, South Dakota; The Na-

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organizations that meet with the Speech Association of America.

Respectfully submitted,

The Committee.

The above report seems to have instigated a discussion in the National Council over the term "affiliation" and what the relationship among the various organizations that meet with the SAA and the SAA actually is and should be. Nothing was done, except to agree to go on meeting together, sponsor joint meetings and a joint program.

The next meeting is to be held at Dec. 27-29 at the Hotel Stevens, Chicago, Ill. The 1952 Convention goes to Cincinnati, the Netherland Plaza Hotel official headquarters, with additional sessions at the Hotel Stinton across the street.

At the Convention of The Central States Speech Association at Milwaukee to be held in April, President Hellman is arranging for a dinner sponsored by the American Forensic Association for all members and new members, and the officers and speakers on the C.S.S.A. program.

tional Tau Alpha Meet at Harrington, Tennessee, in March (15-17); and the Missouri Valley Tournament at Norman, Oklahoma. In addition, South Dakota plans to meet a British team in the spring.

In Wisconsin last year 537 were eligible to compete for the State Speech Contest and 528 entered from 228 schools. Twenty schools participated in the State Debate Contest. Only one could win the banner, but four individuals got gold medals.

The National Forensic League is planning to hold its 1951 National Convention on the campus of Pepperdine College in Los Angeles, California. Tentative plans call for arrival and registration Sunday, June 24; Monday, the 25th, opening assembly; two rounds debate and individual events; Tuesday, the 26th, additional rounds of debate and speech events, with time out for seeing Southern California; banquet in the evening, and announcement of eliminations; Wednesday for finals in all events.

Southern California will be asked to furnish at least 30 competent judges for this event, free of cost to the NFL. This will cost \$300 at a minimum and must be raised outside the schools. The responsibility of being hosts to a National Event are manifest and varied.

The Minnesota State Debate tournament was held Saturday, February 10, at the Vocational High School Minneapolis. The regional contests were completed January 17.

An interesting event occurred at the Indiana Debaters Conference held at Purdue University, Lafayette, Indiana, December 1 and 2. The 1950 Michigan and Ohio high school champion debate teams met before approximately a thousand Indiana students and teachers. The Dayton Oakwood high school debaters (Ohio) were George Ross and Ronnie Schrieber; the Washington Gardner High School, Albion, Michigan debaters were Peg Taylor and Ruth Holland. Professor Leland S. Winch of Purdue awarded the decision to the Dayton Oakwood (Ohio) team.

Ohio State University is planning its second annual Parliament of States for the summer of 1951. The tentative dates are: July 5-7. The New University Union building will

be the scene of the event, which will be the first affair held in the new Union building.

One of the most active Debate Leagues in the country is the Greater Cincinnati Speech League. It has eight high school members located in or near Cincinnati, Ohio, and held its first semester tournament January 14, 1951.

Prof. James N. Holm has issued a debate text adapted to and applying the present high school proposition as an illustrative example. J. Weston Walsh of Portland, Maine, is the publisher.

A high school speech conference will be held at Wooster College April 28, 1951, on the subject: "Does Our Security Require That We Help Defend Western Europe?"

The University of Florida team, Terrell Sessums and Gerald Sohn, won the Millsaps College Tournament at Jackson, Mississippi, defeating Ellis Sando and Alan Sasseigne of Louisiana State University in the finals. Seventy-nine teams were entered.

Glenn Mills of Northwestern University has succeeded Glenn Capp of Baylor University as Chairman of the College Debate Question Committee. Send your suggestions for next year's debate proposition to Prof. Glenn Mills, Speech Dept. of Northwestern University at Evanston, Ill.

Approximately 600 students and teachers attended the Third Annual Ohio Conference for Speech Education held October 14 at Columbus. All sessions were well attended and estimates indicate that it was the largest conference yet. October 13, 1951, has been requested for next year's meet.

A team from Purdue University won highest standing at the University of Illinois, Chicago Division, Meet held December 9, 1950. Four teams rated second place: Bradley, Wisconsin, Bowling Green, and Wayne University.

Professor Paul J. Harkness of Northern Teachers College, Aberdeen, South Dakota, has been on leave of absence during the last term, and he and Mrs. Harkness have been trying out the climate of Texas, Arizona and Southern California. Professor Harkness joined the Editor of Speech Activities at the local Rotary Club meeting the last week in January and the first week of February. Professor Hark-

ness will be in charge of Extempore Speaking contests at the National Pi Kappa Delta Convention at Stillwater, Oklahoma, March 25-29.

The H. W. Wilson Company sends word that Speech Activities has been extensively indexed in two recent volumes that it has published: *Bibliography of Speech Education* by Lester Thonnsen and Elizabeth Fatherson and *Bibliography of Education, Supplement* by Professor Thonnsen and Margaret Webb and Dorothea Thonnsen.

Los Angeles High School won the first and second places in debate and the sweepstakes at the recent Tournament held at the University of Southern California. This is the second tournament they have won this season.

Marshall High School, Los Angeles, has won the "B" division twice this season, the occasions being the S. C. Tournament and the Round Robin Tournament.

A high school student Congress was held at the Los Angeles City Hall February 23 and 24. The local NFL chapters sent two senators each and six representatives.

The Temple University chapter of Delta Sigma Rho was installed December 8, 1950, at a dinner attended by more than eighty debaters and guests.

The principal speaker of the evening was Dr. Lester Thonnsen, Professor of Public Speaking at the City College of New York, retiring editor of *Speech Monographs*, and prominent writer and scholar in rhetoric and public address. Dr. Thonnsen spoke on "The Role of the Spoken Word in Public Life." Beginning with an analysis of the Chautauqua movement, Dr. Thonnsen discussed the influence of various forms of public discourse upon the development of American society. His address was enthusiastically received and many auditors expressed the hope that his paper would be published.

The fourth annual Novice Debate Tournament was held at Temple University, Saturday, December 2, 1950. 88 teams, representing 28 colleges from six states, participated in the four rounds of debates. The national topic was used. Four affirmatives and two negatives completed the day with undefeated records. The affirmatives were Bucknell, Georgetown (Philodemus Society), Princeton, and George Washington.

Johns Hopkins and George Washington were the two undefeated negatives.

Sixteen schools entered 58 teams in Kansas State College's third Annual Invitational Novice Tournament held November 11 at Manhattan, Kansas. Nine teams came through the four rounds of debate undefeated. The University of Nebraska and Nebraska Wesleyan each had three undefeated teams, while Emporia State Teachers (Kan.), Hutchinson (Kan.) Junior College, and East Central from Ada, Oklahoma, each had one undefeated team.

The affirmative wins in the tournament totaled 51, the negative winning 58. Three rounds were forfeited.

The Northern Idaho College Education, Idaho Beta, Pi Kappa, is host to three tournaments during 1950-1951. The newly organized Northwest Regional Tournament was held on this campus December 1 and 2. Nine Idaho and Washington Colleges and Universities competed. Washington State College won the trophy for men's division; two N.I.C.E. teams tied for second. Whitman College won first in women's division; the University of Idaho placed second.

The annual triangular meet between Washington State College, the University of Idaho, and N.I.C.E. was scheduled for February. The last two meets have been won by N.I.C.E.

The annual high school tournament scheduled in March for Idaho and Eastern Washington schools has been named the Brooking Memorial Tournament for the late Professor Rollie M. Brooking, founder of the Idaho Beta chapter of Pi Kappa Delta and many years director of forensics at N.I.C.E. Invitations have been sent to approximately one hundred schools in this area. Competition is scheduled in debate, oratory and extempore speaking.

C. P. Smith of Newark High School, Ohio, has retired from teaching after 25 years of successful teaching in debate and speech. Miss Alice E. Kahn has replaced Mr. Smith as debate coach.

Brigham Young University sent a team of two debaters to the University of Hawaii accompanying their football team on a return engagement last November.

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How a leader can do this is clearly demonstrated in the book. Mr. Lasker illustrates his points from thirty years experience in group discussions, pointing out how difficult discussional situations were met—or might have been.

Mr. Lasker is a member of the Committee of Experts on Slavery of the United Nations. Among the authorities who have recommended his book are, Professor Eduard Lindeman of Columbia University, Professor Bower Aly of the University of Missouri, Professor Alfred Sheffield of Wellesley College, and Lyman Bryson of the Columbia Broadcasting Company.

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